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ABSTRACT

The first five issues of the "SLANT" Newsletter for researchers in second language acquisition are included. Highlights include: (1) a bibliography on theories of second language learning by Larry Selinker, (2) descriptions of research in progress in England, and (3) the syllabus for the diploma in applied lingusitics at the University of Edinburgh. Also included are reports of various second language conferences and announcements of developments that are of interest to the field. (JB)

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SLANT

Second Language Acquisition Notes & Topics

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Managing Editor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Newsletter for Researchers

Issue No. 1, June, 1974

Co-editors: Nancy Backman (B.U.) 72 York Terrace, Brookline, Mass. 02146

Larry Selinker (U. Wash.) GN-40, U. of Washington, Seattle, Wa. 98195

Editorial Assistants: Uli Frauenfelder (U. Wash.)

Richard Wiest (U. Wash.)

1. SLANT is a result of discussions held after the workshop on "Second-Language Acquisition" at the TESOL Denver convention in March. We hope it provides an impetus towards the development of a solid research foundation in our field, in essence a new slant to the subject matter of second-language acquisition.

2. Input. Our goal is to have readers of SLANT provide information for other researchers concerning their professional activities. We wish to encourage people to regularly send in short blurbs for particular sections of the Newsletter. Proposed sections include information on: I.) Courses in second-language acquisitio II.) Publications; III.) Work-in-progress; IV.) Standardization of terminolo V.) Jobs (hopefully); VI.) Future meetings; VII.) Additions to the mailing li Additionally, we solicit guest editorials and letters or commentaries of any kind. Contributions should be sent to Backman for Issue #2.

3. Commercial. SLANT will be published irregularly. In order to cover reproduction and mailing costs, people are asked to send $2.00 for the U.S. and Canada; for overseas airmail service, people are asked to send approximately $5.00. Checks should be made out to Larry Selinker and sent to the above address. (At once, please.)

4. Courses in Second-Language Acquisition. One of our goals is to find out about on-going courses in the field and to encourage new ones. We intend to distribute reading lists and course outlines. Input is really wanted here; please send us one clear copy, which we will gladly duplicate and distribute. If you happen to have enough copies, it would be helpful if you would distribute them to people on the mailing list. (Newsletter #2 will contain Selinker's reading list and course outline; Newsletter #3 will contain Swain's.)

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We provide below a listing of what we believe exists at present and the person to contact in each case. Please send in corrections or additions.

A. Courses in Existence:

Indiana (Hartford)
McGill (Hamers)
Montreal (d'Anglejean)
O.I.S.E., Toronto (Swain)
Ottowa (Neufeld)
SUNY, Albany (Dulay)
Victoria, B.C. (Warkentyne)
Washington, Seattle (Selinker)

B. Courses in the planning stage or relevant subject matter as part of other courses:

Alberta (Sampson)
Am. U. Cairo (Schmidt)
Belgrade (Bugarski)
Berkeley (Ervin-Tripp)
Boston U. (Fraser & Zimin)
Cambridge (Moore)
Connecticut (Michaels)
Delhi (Bhatia)
Edinburgh (Corder)
Essex (Allwright)
Georgetown (Dato)
Glasgow (Dickinson)
Goteberg (Stendahl or Olsson)
Hawaii (Norbrock)
Illinois (Maclay)
Kiel (Weiher)
Lancaster (Candlin)
Leeds (Spencer)
Lund (Svartvik)
Michigan (Brown)
Minnesota (Sheldon)
Monash (Quinn)
Newcastle (McKay)
New Mexico (Oller)
Poznań (Martón)
Prague (Duškova)
Reading (Wilkins)
Silesia (Arabski)
Stanford (Hernandez)
Stuttgart (Nickel)
UCLA (Hatch)
Upsala (Eliasson)
USC (Dubin or Schachter)
Utah State (Lackstrom)
Victoria, N.Z. (Pride)
Wisconson, Madison (Shields)
Zagreb (Filipović)

3

Another goal of ours is to collectively provide the necessary number of students, at least 100, so that we can get the Xerox Corporation, say, to reproduce a collection of basic papers. Most of us regularly spend too much time pulling together papers from all over. At present, it is unclear exactly how we are going to do this. One idea is to initially do an ad-hoc packet for the LSA summer meeting, a la George Lakoff. Input is really needed here as well: What are the "must" papers as far as you are concerned? For example, many of us believe that Corder's 1967 "The significance of learner's errors" paper (IRAL) is historically-and-creatively-speaking the most significant paper in the field. Can we agree on another 9 or 14 papers? What do we tell students to read?

Here is a problem we really need help on: How do we "rationalize" a course in second-language acquisition to Deans and such? The justification is so obvious to us -- How can FL teachers be "prepared" without such a course? -- that it is hard to know even where to begin. Will someone try to write this up and send it in? Thanks. (It can be either signed or unsigned, as you wish).

5. Publications. The proceedings of the session held at TESOL, "Techniques for handling second-language data", will be published in a special issue of WORKING PAPERS ON BILINGUALISM. Write to Dumas or Swain for copies. Papers are by: Dulay and Burt; Dumas and Swain; Hakuta; Hatch; Cansino, Rosansky and Schumann.

In the February, 1974 issue of LANGUAGE SCIENCES (pp. 38 & 39), there appears a review of The Gooficon by Sugan Bhatia which makes some general points about the field of second-language acquisition.

CWK Gleerup, Lund, Sweden has just published ERRATA: PAPERS IN ERROR ANALYSIS, (ed. Jan Svartvik), 1973, proceedings of the "Symposium on Error Analysis", Lund, Sept., 1972. There is much good data reported here as well as several important theoretical and methodological statements (e.g. Corder's "Elicitation of IL" paper, which was brought up at one of our sessions).

The first Reader devoted in part to papers in second-language acquisition has recently been published by Newbury House: FOCUS ON THE LEARNER,* edited by J. Oller and J. Richards. The discussion questions at the end of each section are recommended as a mental exercise.

*Subtitled: "Pragmatic Perspectives for the Language Teacher".

6. Work-in-Progress

1. Boston University

Fraser is looking at the strategies for "requesting" in 15 languages; results indicate that nearly all strategies available to English speakers are available and utilized by speakers of other languages (up to the limitation of morphology and syntax). Given that requesting strategies are available, he is asking the question "Which strategies do second-language learners learning English choose first, second, etc."?

2. Konstanz (West Germany)

Reid is studying developing interlanguages in the children of Italian vs. Turkish foreign workers in Germany with respect to their acquisition of German, attempting to use Selinker's methodology as outlined in the "Language Transfer" paper (General Linguistics, 1969). She is also planning to compare age groups (7-9 vs. 13-15 years old).

3. O.I.S.E. & University of Washington

Dumas, Swain and Selinker report the following research result, using French immersion spontaneous-speech data: the second-language speech of six and seven year olds resembles adult second-language speech in several important ways under certain sociolinguistic conditions -- the major sociolinguistic variable being the absence of peers who are native speakers of the TL. The paper is being written up using the new terminological framework alluded to in (9) below.

4. U.C.L.A.

Hatch is planning a Reader in second-language acquisition, partially composed of UCLA M.A. Theses. She lists the following papers.

"Joseph Huang, Chinese child's acquisition of English syntax.
Harumi Itoh, a Japanese child's acquisition of English.
Judy Gough on Homer, the Iranian child.
Guy Butterworth, on a Spanish-speaking adolescent learning English.
Marilyn Adams, Spanish-speaking children and development of the AUX system.
Helen Tebble, another study of an adolescent (Portuguese) learning English.
Merrill Swain, perhaps two of her articles.
Werner Leopold, a selection from vol. 4
Roar Ravem, one of his IRAL articles.
Anna Chamot, a 10 year old bilingual learning Eng. as a third language
Milon, his TESOL paper on neg. acquisition by a Japanese Hawaiian child
Henning Wode, translation of his recent paper "Natürliche Zweitsprachigkeit"
Mikes, translation of her Enfance article
Denise Young, on problems of 3 children learning Eng. as 2nd language
Sue Ervin-Tripp, her paper at last year's TESOL conference
Possibly a paper from the Harvard group and one from Els Oksaar and
Aiko Uyekubo (the latter two only if I decide to include lang. mixing and switching)".

Hatch is soliciting contributions for her Reader, but contributions must reach her in the near future.

5a. University of Washington

As far as we can recall, the acquisition of phonology was not discussed in our meetings. Is anyone working in this important area? One should not forget Brière's important study: A PSYCHOLINGUISTIC STUDY OF PHONOLOGICAL INTERFERENCE, Mouton, 1968, where he shows that for some sounds, the taxonomic phoneme appears to be the relevant unit of interlingual identification, whereas for others, it is not. (see also the "IL" paper, p. 227.). Tarone published a relevant study in the 1972 TESOL QUARTERLY, entitled: "A suggested unit for interlingual identification in pronunciation", in which she demonstrated that learning the psychologically-real word-level units can have serious effects on learner speech at the phonetic level. Tarone and Selinker plan to do some work in the acquisition of phonology, perhaps using Stampe's "substitution" phonology, with certain modifications.

5b. University of Washington

Frauenfelder plans to study gender acquisition using Dumas' French immersion data. The acquisition of such redundant features as gender are particularly difficult for child and adult learners alike. Perhaps a different type of memory strategy is related to redundant linguistic categories as opposed to non-redundant ones.

Does anyone know of detailed studies which relate linguistic structures that appear to be difficult to teach to the actual acquisition process? Does there exist any collective knowledge on such structures relating to ESL as well as universally in second-language acquisition?

INPUT needed for this section. We encourage people to send in short summaries of what they are doing or would like to do. We especially would like to hear from students; too many good ideas get buried in term papers that no one takes seriously

7. Future Meetings. The success of our meetings at TESOL, Denver, especially the Friday informal working session, makes us all want to meet again as soon as possible. Many of us plan to attend the summer LSA meeting (July 26-28, Amherst, Mass.), and we have been invited to meet Monday, July 29th through Wednesday, July 31st at Fraser's Laconia, N.H. farm to "remember the retreads". Bring a sleeping bag as the barn is just about finished. Directions will be given out at the LSA meeting.

It is our understanding that, for the first time at any LSA meeting, there will be a session devoted to second-language acquisition provided enough "good" papers are submitted. To date, we know of six abstracts submitted in the area of second-language acquisition.

8. Terminology. Perhaps the most important outcome of the last of the meetings held at TESOL was the general agreement that we have to attempt to standardize our terminology. Dulay and Burt have agreed to do a first draft that will be circulated and then published in the special issue of WP mentioned in (5).

British Usage. The term "second-language acquisition" is used for untutored second language situations, while the term "second-language learning" is reserved for tutored and formal classroom learning (Strevens). We are using "second-language acquistion" as the cover term for both.

A small point, but please hyphenate "second-language acquisition" as shown so the proper semantic interpretation is realized.

9. Obituary

Aristotle Katranides
Born: March 10, 1931, San Francisco
Died: July 23, 1973, St. Louis in a plane crash

By all accounts, a fine teacher at Southern Illinois University, Carbondale.

My friend died.

I think that Aris was

One of the finest young minds in

Applied Linguistics

He always had his shit together on things social

He was beginning to get his shit together on things linguistic

And Now,

Now there is much that we will never learn.

Larry Selinker
August 6, 1973

10. Editorial (by Selinker)

The first issue of the Newsletter has been largely written by me and reflects what I am aware of and what I think is important. In the past, I've (too often) made the mistake of considering what I focus on as being central to a field of study. I don't want SLANT to become my personal view of what appears to be a rapidly growing field. I truly hope that researchers (including and especially students) will send in short blurbs on what they are reading and its significance, what they are doing, what they intend to do, and what they would like to do, but don't know how.

What follows is truly personal. One thing I have noticed, that I hope we will stop, is the apparent copying of the attitudes of an unnamed neighboring field in terms of setting up of what appears to me to be unnecessary conflicts. These conflicts, if continued, will surely get very personal, most assuredly affecting our work. I hope we will be better than these "neighbors" have been; there is just too much conflict in the world for us to add more.

As far as I personally am concerned, the field of "second-language acquisition" (at least in the U.S. and Canada) had its first full session in Denver in March, and one could say really began there. I would like to believe that we have no establishment and, as a corollary, that there are no newcomers. We are alive and vibrant, not because we fight, but because among our best professional workers are undergraduates. Each of us will earn her or his "credentials" primarily on the basis of the descriptive or experimental studies we do and on the methodological and theoretical papers we write.

With so much academic decadence around me, I feel good being part of us.

S econd

L anguage

A cquisition

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A Newsletter for Researchers

Issue No. 2 October 1974

Co-editors: Nancy Backman (Boston U.) 72 York Ter., Brookline, Mass. 02146 (617-734-0885)
Larry Selinker (U. Wash.) GN-40 U. of Washington, Seattle, Washington 98195 (206-543-6003)
Editorial Assistants: Uli Frauenfelder, Richard Wiest (U. Wash.)

1. Report on LSA Summer Meetings, July 1974, Amherst, Massachusetts

In formal sessions the following papers on second language acquisition were presented:

Hakuta, "Pre-fabricated Routines in the Emergence of Structure in Second Language Acquisition"
Rosansky, Schumann, Cancino, "Second Language Acquisition: the Negative in Four Subjects"
Schacter, "An Error in Error Analysis"
Schneiderman, "An Examination of Linguistic and Ethnic Attitudes of Bilingual Children"
Selinker, Dumas, and Swain, "The Interlanguage Hypothesis Extended to Children"
Tarone, "Speech Perception in Second Language Acquisition: a Suggested Model"
Williams, Lee "Modification of Speech Perception in Second Language Learning."

Abstracts may be obtained from the Secretariat of the LSA, 1611 N. Kent St. Arlington, Virginia 22209.

Three informal sessions were also held. The focus of attention for the first afternoon centered around questions for Burt and Dulay which had arisen out of a summer seminar conducted by Tarone in Boston. Discussions at this session will be reported in some detail in Working Papers on Bilingualism 4. For copies write Dumas or Swain. The remaining meetings were devoted to planning the research workshop of the TESOL convention next spring.

2. New England Research Notes (prepared by Loritz and Backman)

Over the summer a seminar planned by Tarone was held at Harvard. Participants were second-language acquisition researchers from five local universities. Topics discussed were the L_1=L_2 hypotheses, models of speech perception and production, age factors, research models, and the need for more precision in terminology. The seminar will resume this fall. (See Section 5, Courses in second-language acquisition).

An initial search revealed the following research going on in the southern New England area. We hope this list will make a start towards getting research effectively co-ordinated, and are eager to have such reports from everywhere as well as updates, additions and corrections from New England.

Kalikow of Bolt, Baranek, and Newman, a private research corporation at 50 Moulton Street, Cambridge, Mass., reports qualified success with the use of computer-driven displays designed to teach elements of English phonology to Spanish speakers, and Mandarin tones to English speakers. BBN is currently moving into work with the deaf and vo-coding.

In the Program for Applied Psycholinguistics at B.U., Azer has compared the learning strategies of two young Spanish-speaking siblings, finding their approach to learning English very different. Backman has found some evidence of the reliance on "Learned Units" in the acquisition of questions by three Spanish-speaking adolescent sisters; difference in learning styles was also noted. Lorita, making use of methodology developed by Dulay and Burt, has studied the acquisition of morphology by twenty-nine Cantonese-speaking adults. Zimin is examining the acquisition of meaning in the English verbal system by native Hebrew speakers.

At Brown, Barron in the Department of Linguistics reports research comparing the acquisition of French as a first and second language by children and adults in studies by Gut and Topulos. (See Section 4, Theses Completed)

At Harvard, Cancino, Rosansky and Schumann are studying the acquisition of the English negation, interrogative, and auxiliary by six uninstructed Spanish speakers (child, adolescent, adult). Individual learning styles are being noted here. Schumann has also looked at affective factors in second language acquisition, Rosansky at biological and neuro-physiological factors. Hakuta is currently tracing the development of sentence-embedding in the English of a Japanese girl. Williams is continuing her analysis of the perception and production of speech sounds in Spanish children learning English. (See Section 4, Theses Completed)

Holzman of the Child Study Program at Tufts reports a paper by Monique Vaillancourt on the second-language acquisition of the French negative and a paper by Sylvie Lambert which is a follow-up of Wallace Lambert's study on the effects of language and dialect on the perception of personality; specifically Canadian teachers' stereotyping on the basis of accent in speaking French and English. Holzman also reports she has read a manuscript by Ronald Scollen on phonological acquisition of English by a child of American-Hawaiian parentage, a study providing evidence on the interelated acquisition of phonology and syntax, at least for this child. Loveland's thesis on the acquisition of negative by French and English children in Canadian kindergartens is now available. (See Section 4, Theses completed)

The above is what we know of the state of our research in New England. In the next issue of SLANT we intend to report on work in another geographical area.

3. Other Work in Progress

Keller-Cohen at U. Michigan writes she has begun organizing a

a research project on the second language acquisition of English by parents and their children.

Lightbown writes, "I have just begun work on my doctoral dissertation research in Montreal. The subject of the research in second language learning of nursery-school-age children compared with first language acquisition by the same children--beginning around age 22-24 months. Lois Bloom is the sponsor of my dissertation."

Sampson in the Department of Elementary Education, The University of Alberta reports receiving a grant from the Canada Council to do research on approximative systems of Cree Indian children learning English on a reserve 60 miles south of Edmonton.

Sheldon at the University of Minnesota reported that she is currently engaged in cross-linguistic research into how adults process sentences with relative clauses. This is an extension of her work on how children learn relative sentences.

A thought from Backman after receiving Sampson's news of her grant: Wouldn't it be helpful to know where funding is available? Perhaps we can have a section in the next Slant to pool our information regarding past, current or rumoured sources of financial support.

4. Theses Completed

Taylor, Barry. Doctoral Dissertation at U. Michigan, 1974. "Over-Generalization and Transfer as Learning Strategies in Second Language Acquisition."

Error analysis and Interlanguage Hypotheses provided the theoretical framework for this investigation into the relationship between the learning strategies of syntactic overgeneralization and native language transfer. A test requiring translation of eighty Spanish sentences was administered to twenty native Spanish-speaking ESL students. A taxonomy of twenty error types was designed to analyze the errors in the Auxiliary and Verb Phrase.

One result seems to indicate that increased proficiency in a second language is inversely proportional to a student's reliance on the structure of his native language. In general the subjects' errors could be characterized as "systematic". However the pattern of response indicates that the notion of interlanguage as an internally consistent linguistic system might be invalid due to "random vascilation" in the data.

Williams, Lee. Doctoral Dissertation at Harvard, 1974. "Some patterns of perception and production in Spanish and English monolingual adults, in Spanish-English bilingual adults, and in Puerto Rican Spanish children learning English as a second language."

Patterns of perception and production of word-initial voiced and voiceless labial stop consonants were analyzed from results of labeling discrimination tasks and from measurements made from spectograms of the subjects's utterances. Significantly different patterns were found when results from monolingual Spanish and English subjects were compared. The results from bilingual data reflected exposure to both Spanish and English although there was a considerable amount

of individual variation in the patterns of perception.

In the data from young second-language learners, a shift in both perception and production from a Spanish-like to an English-like pattern was found as a function of degree of exposure to English. This shift occurred more rapidly for the youngest group of subjects. These results in production amounted to a decrease in accent when producing words in English and an increase in interference from English when producing words in Spanish both occurring as a function of exposure to English.

The two following theses we will try to abstract in a later issue:

Loveland, Shirley. M.A. Thesis at Tufts, 1974. "Some Aspects of Second Language Learning in Young Children: a study of the acquisition of negation in English."

Topulos, Kathy. M.A. Thesis at Brown Univ, Department of Linguistics "A Comparison of Language Learning Strategies in Children and Adults" The subjects for this study were learning French as a second language.

5. Courses in Second Language Acquisition - Additions to the listing in Slant No. 1.

1. Brigham Young University
Blair, Linguistics Coordinator is developing a curriculum on Second Language Acquisition.

2. University of Duisburg, Germany
Professor Vilem Fried has recently taken up the Chair of English Linguistics at the new university there. One of his tasks is to organize and implement the program of English studies. The syllabus includes a section which he calls theory of second language acquisition. Courses offered within this section include methodics on the teaching of the English language on the various levels of the German school systems, the teaching of literature, the use of hardware and software and other points.

3. San Francisco State University
Second Language Acquisition (Taylor)

4. University of Michigan, English Language Institute (Keller-Cohen)

5. University of Texas at Austin
Three courses dealing with language which include relevant subject matter, Language Development (Stross), Early Childhood Language Acquisition (Urzua and Lindfors) Language Acquisition (Carlotta Smith)

6. We list here our Boston area seminar at Harvard which is free and open to all researchers. Through the efforts of students and faculty at Harvard, M.I.T., and Boston University, a weekly seminar on theory and problems in research will be held every Monday, 12:00 - 2:00 beginning October 7. Meetings will involve either invited speaker or panel discussions. Fraser will begin with "Variability in language; a review of the current religious controversies." Other topics to be covered will include affective variables, imitation as a process, biases in data collection techniques and methods of analyses, critical stages of language acquisition, and language and thought. Contact Schumann, Harvard School of Education (617)495-3524.

6. Articles and Reviews of Interest (In this issue we are not reporting on research in Language Learning, TESOL Quarterly, or Working Papers on Bilingualism where much of the American work is published; Please advise us if you would prefer to have articles from these publications noted also.

Connors, Kathleen. A Review of Carolyn Kessler's The Acquisition of Syntax in Bilingual Children appears in Language, 50.2 June 1974 413 - 417

Echererria, Max, "On Needed Research in Second-Language Learning in the Light of Contemporary Developments in Linguistic Theory." IRAL 12.1, 1974, 69077.

Zydatiss, Wolfgang. "Fehler in Der Englischen Satzgliedfolge." IRAL 11.4, 1973 319-355. Errors from written compositions of German grammar school students learning English are examined in terms of such notions as communicative value, theme:rheme, disjunction:conjunction, with a provisional taxonomy of errors in the area of word order. The main sources of the errors so far examined seem to be due to L_1 transfer or overgeneralization within the L_2 system.

7. Announcements of Meetings

1. Jim Wrenn, interested Chinese Instructor at Brown, reports that a USOE, Division of International Education Conference on "The Needs for Foreign Languages in the Future" was held Sept. 28- Oct. 2 at Columbia, Maryland, intended to update the Fife-Neilson Report. Organizers of the conference were Dick Thompson and Julia Petrov. We will try to get a report of that conference to you in the next issue.

2. Western Conference on Linguistics. University of Washington, Oct. 14-17, Sessions on language acquisition and the learning of other languages later in life. Contact Selinker.

3. Sixth Annual Conference on Applied Linguistics, University of Michigan, January 31-February 1, 1975. The conference will feature six papers by Dulay and Burt, Oller, Schumann, Selinker, Rivers, and Rutherford, small group seminars, and a closing panel discussion. Contact Douglas Brown, English Language Institute, University of Michigan, Ann Arbor, Michigan 48104.

4. 1975 TESOL Convention, Los Angles , California, March 4-9, 1975. A two-day workshop in second-language research is planned. Contact Marina Burt, TESOL Chairperson. School of Education, Room 340, State University of N.Y. at Albany, Albany, New York 12222.

5. 4th International Congress of Applied Linguistics, University of Stuttgart, Germany, August 25-30, 1975. Session in Error Analysis to be chaired by Selinker. Contact Herr Detlev Riebecke, Secretary 7 Stuttgart 50, Hallschlag 151, Germany.

8. Addresses of Journals, Working Papers, Newsletters
Please let us know of any others which pertain to second-language acquisition.
1. English Language Teaching ($3)
Subscription Dept., Oxford University Press

(1.) Press Road, Neasden
London N.W., England

2. IRAL (Der vol DM 66) (DM17)
Julius Gross Verlag (about $27)
P.O. Box 629
6900 Heidelberg
Germany

3. Language Learning ($8 for 3 years)
2001 N.U. Bldg.
University of Michigan
Ann Arbor, Michigan 48104

4. TESOL Quarterly ($14 includes membership)
James A. Alatis, Executive Secretary
451 Nevils Building
Georgetown University
Washington D.C. 20007

5. Working Papers on Bilingualism ($1.50 per issue)
Merril Swain or Guy Dumas
Ontario Institute of Studies in Education
252 Bloor Street West
Toronto, Ontario M5S 1V6

6. Newsletter of the Southwest Circle
Garland D. Bills
Department of Modern and Classical Languages
University of New Mexico
Albuquerque, N.M. 87131

To quote from this Newsletter, "The Southwest Circle (An Association for Languages, Linguistics, and Related Disciplines) is an informal disorganization dreamed up at the Workship on Research Problems in Areal Linguistics at the U. of Texas- El Paso in April 1972. The SW Circle seeks to foment development and communication in SW linguistic research and this newsletter is intended solely to serve a clearinghouse in this endeavor.

7. Newsletter c/o Abram L Mavasha
Language Bureau
University of the North, P.O. Sovenga
Pietersburg, Northern Transvall,
Republic of South Africa

8. A request to send papers on second-language acquisition (both delivered or published elsewhere) for ERIC publication comes from:
Hood Roberts, Deputy Director
Center for Applied Linguistics
1611 North Kent Street
Arlington, Va. 22209

9. A comment from a reader of Slant No. 1 regarding our question of how to rationalize courses in second-language acquisition to Deans and such, perhaps the best line of defense is to deal with ESL teachers, to show results of ESL programs including their dismal failures and to open up possiblities for research-oriented discussions because of these failures.

10. Editorial

This issue was put together by Backman with the generous help of her colleagues at B.U. In the future we hope to have issues prepared by persons in different parts of the U.S., or abroad with local Research Notes (as in Section 2 above) as the feature of that particular issue.

We were eagerly awaiting the response from Issue No. 1, which has been overwhelming. "Slant is an idea whose time has come." A graduate student tells us, "I was amazed at the mailing list, having always felt so isolated at my university in our field" Ervin-Tripp writes, "I was startled to learn of Fraser's request work, since I have worked on requests for twelve years now." Our mailing list has increased so much that we include a new, more alphabetized copy with this issue.

It has been extremely satisfying to participate in SLANT, and we look forward to sharing your comments and ideas, as well as results of your work in this co-operative venture.

NB

(Commercial: If you have not sent us your $2 ($5 overseas) to cover printing and mailing costs, please do so. The expiration date of your subscription appears above your name. Checks should be made out to Larry Selinker and sent to GN-40, U. of Washington, Seattle, Washington 98195.

11. Selinker's bibliography follows:

LINGUISTICS 449
Summer, 1974
L. Selinker

M,T,W 2:20
Loew 115
3 credits

SECOND-LANGUAGE LEARNING

COURSE DESCRIPTION

An examination of theoretical and experimental papers which are directly concerned with the linguistic aspects of learning second languages. Learning of subject matter in a second language will also be emphasized.

Perspective of the seminar: Second-language learning is of primary concern: teaching, textbooks, and other 'external' aids provide one, but only one, important set of relevant variables. Thus, language teaching 'methodology' will be of concern only as its effects the learning process, either in a facilitative or an inhibitory manner.

TOPICS

"Learning" versus "Teaching" Perspective; "Attempted" versus "Successful" Second-Language Learning; Four Language-Acquisition Settings; the "Interlanguage Hypothesis"; Attitude and Motivation AND Aptitude and Intelligence; Learning to Read in a Second Language; Learning the Linguistic Aspects of a Second Language; Learning Subject Matter in a Second Language.

READING LIST

I. Background and general issues:

1) Jakobovits, Leon (1970) Foreign Language Learning: A Psycholinguistic Analysis of the Issues, Newbury House.

2) Gardener, G. and W. Lambert (1972) Attitudes and Motivation in Second-Language Learning. Newbury House.

3) Oller, John and Jack Richards (1973) Focus on the Learner: Pragmatic Perspectives for the Language Teacher, Newbury House.

You should familiarize yourself with these three books as quickly as possible, especially the last one listed. In class we will be going over the discussion questions at the end of the sections.

4) Lawler, John and Larry Selinker (1971) "On Paradoxes, Rules and Research in Second-Language Learning", Language Learning, 21.1, 27-43.

5) Ervin-Tripp, Susan, "Is Second-Language Learning Like the First?" A paper presented to the Annual TESOL Convention, San Juan, Puerto Rico, May 1973.

II. Some research supporting the "Interlanguage Hypothesis": Adult second-language learning:

Angelis, Paul (1972) "Listening comprehension and error analysis", a paper presented to the Third International Congress, International Association of Applied Linguistics, Copenhagen, August 1972.

Brière, Eugène (1968) A Psycholinguistic Study of Phonological Interference, Mouton.

Corder, S. Pit (1967) "The Significance of learners' errors", International Review of Applied Linguistics, 5, 161-170, to be reprinted: Richards (in press).

[Corder continued]
------- (1971a) "The Study of learners' errors", unpublished paper, University of Edinburgh.

------- (1971b) "Describing the language learner's language", Center for Information on Language Teaching, Reports and Papers, 6,57-64.

------- (1971c) "Idiosyncratic dialects and error analysis", International Review of Applied Linguistics, 19.2, 147-160.

------- (1973) "The Elicitation of Interlanguage" in Errata: Papers in Error Analysis (ed. Jan Svartrik) CWU Gleerup, Lund Sweden.

------- (undated) "The Role of Interpretation in the Study of Learners' Errors," University of Edinburgh (ditto).

Coulter, Kenneth (1968) "Linguistic error analysis of the spoken English of two native Russians", unpublished M.A. thesis, University of Washington.

Gee, Katherine and Diane Burden (1973) "An Error analysis and comparison of three levels of French language acquisition", unpublished paper, University of Washington.

Gradman, Harry (1972) "Contrastive paradigms for language learning", Third International Congress, International Association of Applied Linguistics, Copenhagen, August 1972.

Jain, Mahavir (1969) "Error analysis of an Indian English corpus", University of Edinburgh, to appear in Richards (in press).

Jakobovits, Leon (1970) Foreign language learning: A psycholinguistic analysis of the issues, Newbury House, pp. 87-89.

James, Carl (1970) "Foreign language learning by dialect expansion", ditto.

Nemser, William (1967) "The Predictability of interference phenomena in the English speech of native speakers of Hungarian", A Nyeltudományi éretkezések, 58, 262-267.

------- (1971a) An Experimental study of phonological interference in the English of Hungarians, Indiana University.

------- (1971b) "Approximative systems of foreign language learners", International Review of Applied Linguistics, 19.2, 115-124.

------- (1971c) "Contrastive linguistics", Center for Applied linguistics, (unpublished paper).

------- and T. Slama-Cazacu (1970) "A Contribution to contrastive linguistics, a psycholinguistic approach: Contact analysis", Revue Roumaine de linguistique, 15.2, 101-128.

Richards, Jack C. (1971) "A Non-contrastive approach to error anlysis", English Language Teaching, 25.3, 204-219.

------- (1971) "Error analysis and second-language strategies", Language Sciences, 17, 12-22, to be reprinted: Richards (in press).

------- (1972a) "Social factors, Interlanguage, and language learning", Language Learning, 22.2, 159-188.

------- (1972b) "Some social aspects of language learning", TESOL Quarterly, 6.3, 243-254.

[Richards continued]

--------- (1972c) "A Note on research strategies in second-language learning: Error analysis", prepared for a seminar on 'Research in language-learning', TESOL Convention, March 1972.

--------- (1973) Error Analysis: Perspectives on Second-Language Acquisition, Longman's (in press).

Sampson, Gloria and Jack Richards (1973) "Learner language systems", Language Sciences, 26, 18-25, revised version to be reprinted as "Introduction" to Richards (in press).

Selinker, Larry (1969) "Language transfer", General Linguistics, 9.2, 67-92.

--------- (1971) "The Psychologically relevant data of second-language learning", The Psychology of second-language learning: Papers from the Second International Congress of Applied Linguistics, Cambridge, 1969, P. Pimsleur and T.A. Quinn, Eds., Cambridge University Press, 35-44.

--------- (1972) "Interlanguage", International Review of Applied Linguistics, 10.3, 209-231, to be reprinted in Richards (in press).

--------- (in preparation) "Some current issues in Interlanguage".

Tarone, Elaine (1972) "A Suggested unit for interlingual identification in pronunciation", TESOL Quarterly, 6.4, 325-332, to be reprinted in Richards (in press).

Watkin, Kenneth (1971) "Fossilization and its implications regarding the interlanguage hypothesis", unpublished paper, University of Washington.

Zydatiss, Wolfgang (1972a) "A Kiss of life for the notion of error", unpublished paper, University of Edinburgh.

--------- (1972b) "Some test formats for elicitation procedures", unpublished paper, University of Edinburgh.

--------- (1973) "Fehler in der englischen Satzglied folge", International Review of Applied Linguistics, 11.4, 319-355.

III. Alternative versions of the "Interlanguage Hypothesis":

'Transitional competence' (Corder, 1967)
'Functional competence' (Jain, 1969)
'Interlingua' (James, 1970)
'Idiosyncratic dialects' (Corder, 1971c)
'Approximative systems' (Nemser, 1971b)
'Learner language systems' (Sampson and Richards, 1973)

IV. The "Interlanguage Hypothesis" extended:

Dumas, Guy; Larry Selinker and Merrill Swain (1973) "L'appretissage du francais langue seconde en classe d'immersion dans un milieu torontois", Working Papers on Bilingualism, I.1, OISE, Toronto, 1, 66-82.

---------(in preparation) "The Interlanguage Hypothesis Extended to Children".

Hanzeli, Victor and Larry Selinker (in preparation), "Some implications of the 'Interlanguage Hypothesis' for FL instruction".

Schumann, John (1973) "The Implications of Interlanguage, pidginization, and creolization for the study of second-language acquisition", paper presented to the TESOL Convention, San Juan Puerto Rico, May 1973.

Valdman, Albert (1973) "Error Analysis and Pedagogical Ordering", paper presented to the ACTFL Convention, Boston, Massachusetts, November, 1973.

CAL

SLANT

Second

Language

Acquisition

Notes and

Topics

A Newsletter for Researchers

Issue No. 3 August 1975

SPECIAL BRITISH EDITION

Guest editor: Dick Allwright (University of Essex)

Co-editors: Nancy Backman (B.U.), 72 York Terrace, Brookline, Mass. 02146
Larry Selinker, GN-40, University of Washington, Seattle, Wa. 98195

Editorial assistants: Uli Frauenfelder (U. Washington)
Richard Wiest (U. Washington)

This issue is intended to present a picture of British work on second-language acquisition. It is necessarily incomplete and partial, representing best what is going on in places with which I am already familiar. The 'news' has been gathered in two ways, principally: firstly, by writing to the people I most confidently expected would have something to contribute (apologies to any omissions) and secondly by calling for news and/or subscriptions via a mention in the BAAL (British Association for Applied Linguistics) newsletter.

News was invited under the following headings, which thus give the basic structure of the issue:

I reports of relevant meetings, or information about future ones;

II research in progress, however informal;

III information about relevant courses.

SLANT, Issue No. 3, August 1975

I MEETINGS

A. Past

1. Michigan, January/February:

A two-day conference entirely devoted to Second-Language Acquisition was held at the University of Michigan, 31st January and 1st February, 1975. The program, chaired by H. Douglas Brown, Acting Director of the English Language Institute, included a "State of the Art" panel presentation (by participants), several hours of workshops and discussion groups, and addresses as follows:

Wilga Rivers, "Second Language Teaching"; Heidi Dulay and Marina Burt "Child Second Language Acquisition"; Evelyn Hatch, "Linguistic Universals and Second Language Acquisition"; Larry Selinker, "Stability/Variability in Interlanguage Systems: more data from 'Toronto French Immersion'"; John Oller "Second Language Testing"; John Schumann, "Second Language Research: Getting a Global Look at the Learner".

2. Georgetown, March:

This year's Georgetown Round Table was entitled: "Developmental Psycholinguistics: Theory and Applications". The following papers were read:

Charles A. Ferguson, Stanford University, "Sound Patterns in Language Acquisition"

William O. Dingwall, University of Maryland, "The Species-Specificity of Speech"

Thomas G. Bever, Columbia University, "Why Do Children Bother to Learn Grammar at All? A Marxist Interpretation"

Eve V. Clark, Stanford University, "Knowledge, Context, and Strategy in the Acquisition of Meaning"

David Ingram, The University of British Columbia, "If and When Transformations are Acquired"

Paula Menyuk, Boston University, "Children with Language Problems: What's the Problem?"

Victoria Fromkin, University of California, Los Angeles, "Update on Genie's Language Development"

Sister Carolyn Kessler, Immaculata College of Washington, D.C., "Post-semantic Processes in Delayed Child Language Related to First- and Second-Language Acquisition"

Stephen Krashen, Queens College, "Development of Cerebral Dominance and Language Learning: More New Evidence"

Kenji Hakuta, Harvard University, "Learning to Speak a Second-Language: What Exactly Does the Child Learn?"

Heidi C. Dulay and Marina K. Burt, State University of New York, Albany, "An Approach to Universal Strategies in Child Second-Language Acquisition"

Daniel P. Dato, Georgetown, University, "On Psycholinguistic Universals in Children's Learning of Spanish"

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Ruth Tremaine, Vincent Massey School, Children's Autistic Unit "Piagetian Equilibration Processes in Syntax-Learning: A Study of Bilingual Children"

G. Richard Tucker, McGill University, "The Acquisition of Knowledge by Children Educated bilingually"

Elizabeth F. Shipley, University of Pennsylvania, "Comparisons and Class-Inclusion"

Jean Berko-Gleason, Boston University, "Fathers and Other Strangers: Men's Speech to Young Children"

From the European point of view it was particularly interesting to realize the influence of Piaget's ideas on U.S. developmental psycholinguists. A surprising number of contributors (not just Ruth Tremaine, who included Piaget's name in the title of her paper) made substantial reference to Piaget's work.

For this member of the audience at least, the papers were most often rather too closely argued and data-full to permit immediate assimilation on oral presentation. We will need the full texts, on paper, before really useful discussions will be possible. The published proceedings, when they appear, should be extremely interesting and useful.

3. Dublin, June/July:

The following report comes from David Ingram, of Mt. Gravatt College of Advanced Education, Brisbane, whose research project is described in Section II. He is currently working at Essex on his Ph.D.:

"The Second International Conference of ATESOL was held in Dublin from 30th June to 3rd July, 1975, on the theme "Language Acquisition and Maintenance". The papers took a broad interpretation of the theme but stressed, in particular, language functions, personality development and the implications of linguistics and psycholinguistics for language teaching.

Learning theory received considerable attention. G. Lozanov, in the first general session, stressed the limitation that the learner's expectations place on achievement and described his "Suggestopaedia Method" in which 1200 words and meanings are acquired in a day after a favourable learning climate has been established. Outlining the error analysis studies he has made with Jack Richards, Mohsen Ghadessy indicated the predominance of developmental over interference errors and the desirability of developing the L_2 as a discrete system. Renzo Titone presented a psycholinguistic model of language acquisition where the FL system is integrated into the learner's personality. Udo Fries and Mary Finnochiaro related linguistic theory to language teaching, the former concentrating on textual analysis and the inadequacies of many textbook dialogues, and the latter summarizing the linguistic and psycholinguistic principles of language learning and discussing the teacher's role in the classroom.

The importance of discourse and functions in language teaching appeared in several papers. Philip Riley reviewed the reasons for the current focus on communicative competence which has given new emphasis to discourse, to communication rather than formal accuracy, and to the use of authentic materials. Sofia Folomkina described her language drills which, instead of

mechanical responses, require the learner to respond functionally (agreeing, disagreeing, explaining, etc.). This has the advantage of drilling functions rather than items, involving the learner actively rather than passively, and capitalizing on involuntary attention. Functions, situations and communication needs were the determinants of H. E. Piepho's approach to course design and he illustrated their practical application in his own English-teaching T.V. programmes. "Notional" and "functional" approaches to language teaching can overlook the syntax which controls their verbalization and so C. P. Hill, illustrating with his own classification of the English verb system, discussed some of their syntactic realizations.

Norman Simpson's paper to a final concurrent session provided a set of criteria by which to judge teaching materials but served also to sum up the conference by crystallizing the ties of materials and methods to learning strategies, motivation, retention and recall, notions and functions, and personality growth.

This necessarily brief report of the conference has had to be highly selective and, in particular, has had to omit most of the concurrent papers and the workshop sessions where much free discussion took place in small groups. The conference was meticulously organized and was, doubtless, a worthwhile experience for most of the 150 delegates from every continent. ATESOL, Dublin, plan to publish the papers in the near future."

B. Future

1. York (England), September 15th - 17th, 1975:

The Annual Meeting of the British Association for Applied Linguistics will feature "Errors, deviance and learning strategies" as one of its three main content areas. The programme will include several papers of evident interest to second-language acquisition researchers, as can be seen from the selected list below:

W. A. Bennett, "Faute de Français"

J. Mountford, "Analysis of errors in English spelling"

Miss P. Grunwell, "Deviant language development"

J. H. Birnie, "Local varieties of the L_2 in West Africa"

W. T. Littlewood, "Linguistic performance in educational contexts"

J. Milroy, "Investigating Language variation in Belfast"

For further information concerning the programme write to:

Miss Mary Willes,
BAAL Secretary,
West Midlands College of Education,
Gorway,
Walsall,
Staffordshire, England.

2. Stuttgart, August 1975:

This issue will no doubt appear too late to constitute advance notice of the August AILA meeting in Stuttgart. Details of the programme are not in any case available. A full report of relevant contributions should appear in a future issue of SLANT.

II RESEARCH IN PROGRESS

Surprisingly little directly relevant research has been revealed by my enquiries. There are some astonishing gaps and I can only hope that where these misrepresent the true state of affairs, readers will write in to the editors so that future issues can put the record straight. The entries below are in alphabetical order by institution.

UNIVERSITY OF ESSEX - Department of Language and Linguistics

Kingsley ERVIN has offered the following summary description of his Ph.D. work.

Subject: COMPREHENSION OF FOREIGN TEXTS
The Cumulative Effects of Semantic Information on Readers' Ability to Process Linguistic Elements in Input

There is evidence that as foreign speakers read continuous text, their comprehension grows weaker, and the disparity between their grasp of the material and that of a native control group increases markedly. Even fairly simple ideas become hard to understand, although similar material at the outset of the text seemed to offer no difficulties. The reasons for this weakness may lie in the demands which the increasingly complex propositional structure of the text makes on their memory, so that a backup effect eventually blocks the ability to apply elementary grammatical rules or to recognize words they had known earlier.

One source of the difficulty may be inadequate memory structure, produced through a failure to perceive the critical properties in sentence elements marked as 'new'. Such failure would apply to both lexical and syntactic elements in the sentence, and would explain why such elements caused no problem at the outset, when semantic input to memory is less dense and exact. The hypothesis is explored through an extended model for comprehension, and proposals are made for revising theoretical and methodological approaches to reading instruction.

David INGRAM, on the staff of Mt. Gravatt Teachers College, Brisbane, Australia, is currently pursuing Ph.D. research at Essex on the following topic: "A Linguistic and Psycholinguistic Study of Adult Pupils' Language Learning Strategies".

The study examines the nature of advanced language learning (defined as that occurring at late secondary and tertiary levels of the education system), a stage of the language learning process that has been largely neglected in the research literature, and seeks some rational basis for the design of advanced language teaching. The work starts by examining what is

currently offered at this level and attempts to establish the real proficiency of students after five years of foreign language study in the secondary school. It then examines the linguistic needs of advanced students, their dominant language learning strategies, significant motivating factors, and ways to capitalize on these. Implications will be drawn for syllabus design and methodology especially in the Australian context of an isolated but pluralistic society.

Kayum McDOOM is working on a sample of the spoken and written language of the High School population in Guyana, concentrating on the verbal system, for his Ph.D. research project on the implications for the teacher and the learner of English in Guyana, of systematic variation in Guyanese speech. The study, he suggests, is likely to be of most interest to workers in Black English Vernacular, Creole and Second Language situation where the norm and the language of instruction is Standard English.

Farhad MOSHFEGHI has already produced a dissertation as part of his M.A. in Applied Linguistics course work (not a full-scale Master's thesis but a very substantial and very well-received piece of work). His summary is as follows:

In the course of the study of my informants' second language acquisition, I found that they form a simple hypothesis as to the rules underlying certain structures which express certain functions; as long as the hypothesis works they continue using it. When I started the study, they were beyond the stage of redundancy reduction and they were adding due and undue redundancy. They must have hypothesized that, if redundancy reduction lowers the level of communication, adding redundancy must improve communication levels. The application of such a hypothesis gave rise to errors such as:

I made him to stay
I let him to say

I tend to think that the tenacity with which learners hold on to their hypotheses is due to the fact that they seek confirmation and they find confirmation. Wason has proved that the human mind is a poor hypothesis tester because it does not seek disconfirmation of hypotheses.

I believe that future research into second language learning should distinguish between free learners and captive learners. I am not saying that their minds operate differently; what I am saying is that captive learners do not necessarily have to form hypotheses about rules. Rules are given to them. This raises a question: are these rules of the same nature as those internalized by the free learner? There is yet another major difference between the two cases. While free learners have to test and modify their hypotheses themselves, captive learners often receive corrections. This means that the captive learner begins with conscious knowledge of the target language but will have to use unconscious knowledge in his spontaneous speech production. This raises the question whether the learner eventually passes the linguist's rules into his unconsciousness or whether he discards them and replaces them by rules of his own which are similar to those of the native speaker. This question is somehow related to the first question. If the nature of second language learning is to be known fully, large scale research should be devoted to these problems.

Farhad expects to be in Cambridge for the 1975-1976 academic year.

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Roar RAVEM (whose doctorate is from Essex) reports from Oslo that he hopes to be able to make available a few copies of his thesis for exchange purposes, if he is successful in his application for a grant. Enquiries are invited in any case to Box 34, Grorudhagen, Oslo 9.

David RICHARDS is currently working on the following M.Phil project:

I am carrying out a longitudinal study of the grammatical development of quite advanced French students of English, paying particular attention to such methodological issues as:

1. the adequacy of the "interlanguage hypothesis" as a framework for research;

2. is it sufficient to describe the evolution of the "formation rules" of English, or must we look also at "speaking rules"?

3. what constitutes valid elicitation procedures?

4. what are the learner's strategies for developing communicative competence?

A preliminary analysis of part of the data suggests that most of the basic formation rules described in, say, a transformational grammar are already controlled by my three informants, though their system remains rather different from that of English. At this stage, the learner's problem appears to be one of selection of the appropriate form for a given situation. Thus, one still finds many errors in the verbal system, for example, apparently in contradiction with the numerous examples of correct usage. It is hypothesized that a more detailed analysis of the complete corpus will reveal a propensity for deviation particularly at points where the French system permits no choice, whereas the English system forces a choice between two alternatives, e.g. the single present tense in French v. the two tenses in English, infinitive complements in French, represented by infinitives or gerunds in English. Elicitation procedures have been developed for 'lateralising' the data on sentential complements, revealing a clear developmental sequence consistent with contrastive predictions. At this stage the learner's principal strategies appear to be redundancy reduction, transfer and over-generalisation. Regularisation is almost non-existent.

* *

As a final note from Essex, perhaps I could mention my own descriptive research on acquisition in the classroom context, with special reference to errors and their treatment. This sort of research seems likely to become increasingly clearly relevant to second-language acquisition studies of what is by now almost the 'traditional' kind, as the evidence accumulates of the 'degenerateness' of the data the learner is exposed to in even the most 'well-ordered' lesson. Enquiries are very welcome and it should be possible for me to make available at least some copies of my Los Angeles TESOL paper on the topic (title: Problems in the Study of the language teacher's treatment of Learner Error) if anyone is interested. I am also working on a collection of papers around the topic by current M.A. students at Essex.

[This Essex entry, it will be all too clear, is disproportionately long and contains items, like my own, that are only at one remove relevant to SLANT's main preoccupations. I hope this will be forgiven in the interest of making as much as possible of what would otherwise be an extremely brief review of research in progress in Britain!]

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UNIVERSITY OF LANCASTER

No second-language acquisition studies as such have been reported but Chris CANDLIN has suggested I draw attention to the extremely interesting research going on there (in the Applied Linguistics Research Unit) into the English used by doctors in casualty, and into the use of this research for the preparation of teaching materials to help overseas doctors coming to work in Britain.

UNIVERSITY OF READING

David WILKINS has suggested I draw attention to the Centre for Applied Language studies. The main research effort there at the moment is going into teaching materials, but Keith MORROW reports a plan to investigate second-language acquisition from the point of view of cognitive style.

Also at Reading, Arthur HUGHES has the following second-language acquisition project: a longitudinal study of a young Spanish adult's acquisition of English through 'conversation' with the investigator, whose speech was based on what is known of parents' to young children and limited necessarily by the need to be understood. There was no other input. The learner knew no English at the start of the study. The first 80 hours were taperecorded.

ADDITIONAL COMMENTS

I hope the above is hopelessly incomplete but it would be foolish to be too optimistic. At Edinburgh (the most obvious absentee from the above) it appears that only Wolfgang ZYDATISS has research to report, and his work will no doubt be well-known already to SLANT subscribers. As noted above, perhaps the very brevity of my report will at least encourage those inadvertently omitted to make their work more widely known through future SLANT issues.

Research in Progress Elsewhere

Ron SHEEN at Université Laval, Québec, has sent me news of his research, with R. ARNAND (Université de Paris VII), on syntactic and lexical errors in French-speaking first year students at Laval. He is particularly concerned, he reports, with a comparison between interference as a source of error and other sources both linguistic and sociolinguistic.

Larry SELINKER (University of Washington) has been awarded a Senior Fulbright grant to study "reading in a second language for professional needs" at the Hebrew University, Jerusalem, during the 1975-1976 academic year at the invitation of Professor E. A. Levenston, Department of English. The current plan is to attempt to gain some insight into the strategies employed when the goal of such reading is to learn to gain knowledge of subject matter where the learner has to manipulate large amounts of texts. This research will be an outgrowth of current work at the University of Washington with Louis Trimble and Mary Todd-Trimble into 'implicit meanings' in EST (English for Science and Technology) texts. They are currently studying the discourse side of the following 'advanced' reading problem: the reader comes across a text in the second language in which he or she knows all the words in an EST paragraph, but still does not get the total intended meaning of the

writer. The non-native reader appears to lack the ability to extract information from such texts that the experienced reader trained in a particular technical discipline can retrieve. If this proves to be true, it should have practical import for beginning reading programs as well.

An additional part of Selinker's research may be to try to understand in what ways the non-native learner simplifies and distorts messages (intended by technical writers) at the moment of 'frustration'; it is hoped that particular reference to the function of the native language can aid at this point. In addition, it is hoped that such research will have a great practical spin-off as well.

Selinker would be grateful to find out the names of any researchers (including students) who may be working on similar problems; there appears to be no known literature on these problems.

III RELEVANT COURSES

Courses on second-language acquisition seem to be even rarer in Britain than research projects. Only two reports have come to me, both from Edinburgh.

David CARVER, of Moray House College of Education (Scottish Centre for Education Overseas) has drawn my attention to the following:

Post-graduate diploma in Linguistics and English Language Teaching. One year in-service course. Contains a module in which students examine an eclectic selection of texts bearing on the interaction of the mother tongue and the target language. Students examine the traditional contrastive analysis hypothesis, the work of Dodson and his followers in the bilingual method, the interlanguage hypothesis, and are invited to reconsider the pedagogical role of translation. Students attempt to establish a taxonomy of language acquisition errors, to systematise the contribution of contrastive studies, and to agree on the role of the mother tongue in second language teaching. They then apply their theoretical findings to problems of their own students. Central texts are Richards: Error Analysis; Dodson: Language Teaching and the Bilingual Method; Catford: A Linguistic Theory of Translation. Supported by a wide selection of papers from current periodicals.

From the University of Edinburgh, Department of Linguistics, there are details of the Descriptive and Comparative Studies component of the Diploma (now M.Sc.) course in Applied Linguistics. These details are reprinted in full below:

1973/74.

DIPLOMA IN APPLIED LINGUISTICS.

DAL/SPC/SM.

SYLLABUS FOR DESCRIPTIVE AND COMPARATIVE STUDIES.

Week 1	General Introduction with description of tasks, course, objectives and relations between techniques.	Lecture SPC
Week 2	Making Descriptions, Practical problems of data, methodology, choice of model etc., sources of information, informants, techniques of elicitation.	Lecture KB
Week 3	Making Descriptions Lexical Problems.	Tutorial KB
Week 4	Making Descriptions Syntactic Problems.	"
Week 5	Describing the Learner's Interlanguage. Theoretical and methodological problems, data, relevance for material production. Hypotheses formation.	Lecture SPC.
Week 6	Practice in "Error Analysis" Lexical	Tutorial SPC
	Practice in "Error Analysis" Syntactic	"
Week 7	Comparison of L_1 and L_2	
	Comparison as an explanatory not predictive operation. Theoretical problems & Methodological problems.	Lecture SPC
	Comparative Exercises. Lexical	Tutorial SPC
Week 8	Comparative Exercises. Syntactic	"
	Elicitation Methods. Confirming hypotheses, obtaining further data, "diagnostic tests" remedial objectives.	Lecture SPC
Week 9	Practice in making Elicitation Material.	Tutorial SPC
	Pedagogic Grammars A psycholinguistic & methodological problem, relevance of Error Analysis & Contrastive studies, types and functions of Exercises.	Lecture PA
Week 10	Analysis of Pedagogic Grammars	Tutorial PA
		"

DIPLOMA IN APPLIED LINGUISTICS.

DAL/SPC/SM. 1973/74.

DESCRIPTIVE & COMPARATIVE STUDIES.

Objective: The production of teaching material for a specific linguistically defined object.

Tasks: These are logically ordered and students must do a project which involves a descriptive and one other technique.

1. Choose a particular field of grammar or lexis which has presented problems in your experience. Find, make or adapt a description of this field in English.
2. Collect data for describing learners language system in same field.
3. Describe learner's system in similar terms to 1 above ["Error Analysis"] (i.e. make hypotheses about his system on basis of data.)
4. Make description of L_1 in same field and same terms as 1 above as a means of explaining Learner's system. [Contrastive Analysis].
5. Devise elicitation procedures to test hypotheses in 3 [Diagnostic Tests].
6. Prepare materials for teaching (a) initially or (b) remedially, the field selected in 1. [in the light of 1,3,4 & 5]. [Pedagogical Grammar].

Typical Projects:

A
- Description of Tense system of English.
- Description of Tense system of a Learner.
- Comparison of L_1 & L_2 to explain Learners system.

B
- Description of Article system of English.
- Description of Article system of Learner.
- Elicitation tests to confirm learners system.

C
- Description of Thematisation in English.
- Comparison of Thematisation in L_1 & L_2
- Materials for teaching syntax of Thematisation.

At Essex the M.A. course in Applied Linguistics has this year offered no self-contained course on second-language acquisition as such, although there have been opportunities for independent study in this area (hence the dissertation by Farhad Moshfeghi referred to above in the Research in Progress section). There has also been an optional component on 'Research into Classroom Processes, that has reflected my own interest in acquisition in the classroom context (see Research in Progress section again). Optional tutorials were also provided on the treatment of error in the classroom.

I have added an editorial (Section IV) to try out some of my own ideas on where research effort should be concentrated, in the hope of encouraging others to comment. Finally, there is a copy of our mailing list, to help readers make their own contacts with each other. The mailing list that completes this issue is not (not yet at least) a list of subscribers. It is rather a list of people who have shown interest in SLANT. We would, of course, welcome additions to the list. I will gladly pass on new names to Nancy Backman, to whom subscriptions should be sent ($2.00 within the U.S., $5.00 for subscriptions from outside the U.S.).

IV EDITORIAL

It seems that there is a growing realization that second-language acquisition research has strong affinities with areas of sociolinguistic research. This opening up of the field poses problems for the researcher who seeks to be comprehensively well-informed. My own inclination is to create even more problems by opening up the field in a different direction. It seems to me that the logic of second-language acquisition research demands that increasing attention be paid to the interactive context of any speech samples taken for analysis. This is obvious perhaps, but particularly important if, like me, the researcher is interested in learners in the language classroom. Research on the use of language in the classroom now has a fairly lengthy and substantial tradition, and although the focus has usually been on the other subjects on the curriculum, some educational researchers and some teacher trainers have been developing ways of studying the special uses of language in second (or foreign) language classes. The interest in teacher training has led to an emphasis on the teacher, sometimes to the relative exclusion of the learner, but Fanselow's work at Teachers College, Columbia provides a very good illustration of a descriptive system easily rich enough to suggest all sorts of ideas worth investigating to a second-language acquisition researcher (1). Ethnomethodologists have also explored the same area (see the work of Mehan and Cicourel in San Diego (2)) of language interaction in the classroom, though in the context of first language acquisition, and have a lot to offer second-language acquisition researchers interested in the sort of "exposure to the language data" that classrooms offer the learner. This question of exposure to the language data should in turn be of direct interest to language teaching methodologists and teacher trainers, of course, if it makes sense to characterise the language teachers' central task as that of providing, for the learners, the optimal (whatever that might mean) exposure to the language data. Second-language acquisition studies offer methodologists

and teacher trainers the somewhat vague as yet but suggestive hypothesis that the 'optimal' exposure to the language data will crucially involve the teacher's attempting to facilitate the learners' hypothesis forming and testing processes by systematizing (selecting and ordering) the language input in terms of the learners' target language system at any given stage in the acquisition process, rather than in terms of a non-learner-centred analysis of the target language system. Even without the decidedly ambitious suggestion, implicit above, that a learner-based syllabus is just around the corner, we still have the important idea that we should investigate the ways in which teachers attempt to control the learners' exposure to the language data in such a way as at least to avoid confusion.

It is my belief that it is in practice extraordinarily difficult to achieve even this limited sort of control over the learners' exposure to the language data in the classroom, so difficult that to explain the undoubted success of some learners we must either resort to some sort of 'filter theory' to cope with the learners' ability to learn in spite of the apparent messiness of their exposure to the language data, or, on the other hand, we must consider abandoning the idea that systematicity of exposure is important in any case. The idea that random exposure might be optimal is easy enough to take for first language work and for out-of-class learning, but hardly so acceptable to language teaching methodologists and teacher trainers.

To make much progress in checking such hypotheses we need to combine second-language acquisition studies and observational studies of classroom behaviour. My purpose in making the point here is simply to draw attention to the interest there could be in making this particular connexion between psycholinguistic and educational research, in the hope that some readers, at least, will be encouraged to take up the challenge.

References

(1) FANSELOW, J.: "Beyond Rashomon - FOCI for Observing Communications Used in Second Language Instruction", Paper presented at NYSTESOL/BEA, October 1974, Syracuse

(2) See, in particular, MEHAN, H.: "Accomplishing classroom lessons", in Turner, R. (ed.): Socialization: Acquisition of Membership, New York, Basic Books, 1973

Second
Language
Acquisition
Notes &
Topics

A Newsletter for Researchers

SLANT Number 4 West Coast Issue September 1975

Guest Editor: Abby Sher (UCLA)
1355 North Laurel Avenue
Los Angeles, California 90046 (213/652-0477)

Co-Editors: Nancy Backman (Boston University)
72 York Terrace
Brookline, Massachusetts 02146 (617/734-0885)

Larry Selinker (Hebrew University)
Jerusalem, Israel

I. REPORT FROM THE 1975 TESOL CONVENTION HELD IN LOS ANGELES

The field of second language acquisition was well represented with a two day pre-convention workshop, an evening panel discussion, and the delivery of eighteen research papers.

The workshop, organized by Evelyn Hatch (UCLA), was divided into four sessions. The first, chaired by Merrill Swain (OISE), was devoted to the methodology of second language acquisition data collection. Diane Larson Freeman (U. of Michigan, now UCLA), presented a checklist of items to consider when designing a research project and collecting data; and Margaret Boudoin showed a videotape from the Michigan project demonstrating potential pitfalls. Session II, chaired by Graeme Kennedy (U. of Wellington), focused on data analysis, with examples of data distributed to participants and various analysis techniques discussed and applied. In Session III, chaired by John Schumann (Harvard), studies presented by Marianne Celce-Murcia (UCLA), Andy Cohen (UCLA), and Judy Wagner-Gough (UCLA), were considered with regard to suggestions for designs, alternative explanations for findings, and discussions of related research. Session IV, chaired by John Oller (U. of Mexico), was devoted primarily to the presentation of studies on affect and motivation in language learning. Participants (all from the U. of New Mexico) were Annabelle Rosenbluth, Dean Brodkey, Herta Teitelbaum, Allison Edwards, Dennis Muchisky, Alan Hudson, and Phyllis Liu.

The panel, entitled "Error Analysis," and chaired by Jackie Schachter (U.S.C.), turned out to be more of a general discussion than a panel. The primary emphasis was on potential weaknesses of error analysis, and the extent to which language acquisition research has real application in the classroom.

Below is a summary of the papers presented, followed by a list of addresses where you may write for copies. (TESOL Quarterly is also

planning to publish a volume containing selected papers from the Conference):

As part of assessment of the direction language teaching is likely to take over the next 25 years, Doug Brown (U. of Michigan), noted these emerging characteristics: (title: "The Next 25 Years, Shaping the Revolution.")

(1) a diminishing of the role of theoretical linguistics as a primary contributor to teaching methodology;

(2) an increasing quantity and quality of rigorous, experimental research on second language acquisition with implications for language teaching methodology;

(3) recognition of individual variation among learners leading to a search for alternatives to the "traditional" language classroom;

(4) variables within the psychological domains of cognition and affect being incorporated into teaching/learning methods.

Cancino, Rosansky, and Schumann (Harvard University), studied the acquisition of English auxiliaries by three native speakers of Spanish (two children, two adolescents, and one adult). The results indicate that is copula appears first and that can and do appear shortly afterwards. Beyond these three, the order is highly variable. This contrasts with other recent studies which show an invariant order. Also described is the acquisition of the negative and interrogative transformations. (title: "The Acquisition of the English Auxiliary by Native Spanish Speakers.")

By contrast, Madden, Bailey, and Krashen's (Queens College, City U. of New York), study seems to suggest that adults of different language backgrounds encounter similar difficulty orderings for the acquisition of function words, and that the adult orders were not significantly different from those found for children learning a second language in the Dulay and Burt study (1973). The relationship to Lenneberg's critical period hypothesis was discussed. (title: "Acquisition of Function Words by Adult Learners of English as a Second Language: Evidence for Universal Strategies?")

Ann Fathman (Stanford University), tested sixty Korean and sixty Spanish speaking children between the ages of six and fourteen on the order of acquisition of certain morphemes and syntactic patterns. All of the children had been in the United States one year and were learning English as a second language in public schools throughout the Washington, D.C. area in different types of learning situations with the primary source of learning the general English speaking school environment. She found few differences in the acquisition order of the Koreans and Spanish, and in the order in which structures were learned for children from various schools, suggesting neither language

background, age, nor learning situation in this study seemed to have a great effect on the order of acquisition in second language learning. (title: "Language Backgrounds, Age and the Order of Acquisition of English Structures.")

Eileen Nam (Queen's College, City U. of New York), tested both child and adult native speakers of Spanish and Korean learning English as a second language on comprehension in English and their native language to determine if children of both language backgrounds go through the NVN-SVO stage reported in child native speakers of Spanish learning English as a second language, and in learners of English as a first language. For results please write to Ms. Nam. (title: "Child and Adult Perceptual Strategies in Second Language Acquisition.")

In order to assess whether the reported sequence of acquisition of grammatical morphemes for second language learners would be found to exist in tasks other than that requiring speech production, Diane Larsen Freeman (U. of Michigan), administered a battery of five tasks (reading, writing, speaking, listening, and imitating) to twenty-four adult ESL learners, six from each of four native-language backgrounds (Arabic, Japanese, Persian and Spanish). A high level of concordance was found across language groups with regard to morpheme sequencing within task, although individual and language group variability was apparent. However, when comparing morpheme sequencing across tasks for all subjects, there was not the same high degree of relationship. Speculations were made to account for these findings. (title: "The Acquisition of Grammatical Morphemes by Adult ESL Students.")

Perkins and Freeman (U. of Michigan), conducted a study to determine: (1) if informal learners of ESL had the same acquisition order of morphemes as formal learners have been found to possess; and (2) what would happen to the established order if only certain of the grammatical morphemes were to be explained and drilled. They report having overestimated the ability of their informal subject pool to produce English sentences, that they had to structure their tasks which caused the loss of some "naturalness," that language instruction might result in improved performance in morpheme usage but not a change in the order of acquisition of morphemes, and that a rank ordering type of statistical analysis is inadequate for morpheme acquisition studies. (title: "The Effect of Formal Language Instruction on the Order of Morpheme Acquisition.")

Judy Olmsted Gary (UCLA), reported results of a five-month study conducted to evaluate in an elementary school setting the effects on children's listening comprehension and speaking skills of delayed oral practice in initial stages of second language learning, where an initial phase of totally delayed oral practice (fourteen weeks) was followed by a second phase of partially delayed oral practice (seven weeks). The mode of non-verbal response was gross motor movements such as running or jumping. The experimental group (B) received the above program, and the control group (A) responded with the audio-lingual techniques of oral mimicry and drill. Among those findings reported, comprehension measures resulted in statistically significant

differences favoring B, and though not statistically significant, results favoring B in oral production measures. What this suggests is that a combination of total and partial absence of oral practice combined with a physical response mode can facilitate more productive development of comprehension skills than simultaneous speaking and listening practice in initial stages of second language acquisition. This further suggests that first language acquisition strategies may provide a useful model for second language teaching. (title: "Delayed Oral Practice in Initial Stages of L2 Learning.")

Somewhat in line with this, Jon Jonz (Bilingual Education Center, New Holland, Pennsylvania), sees classroom procedures which run counter to natural acquisition strategies as competing for the attention and energies of the language acquirer, and perhaps even hampering language acquisition. He cites as a major problem with the discrete point approach to language teaching/testing, that the learner/examinee is made to concentrate his attention on a finite number of surface manifestations, usually to the detriment of communicative use of language. (title: "Can't Language Testing Interfere with Language Acquisition?")

Sandra Savignon (U. of Illinois), views errors as a function of second language acquisition, just as in first language acquisition, and would encourage their acceptance, especially when the goal is communicative competence. What is meant by this term is demonstrated in a spontaneous conversation with a seven-year-old American boy learning French as a second language. This conversation underscores the distinction between communication, on the one hand, and linguistic accuracy on the other. Savignon suggests rethinking the validity of classroom teaching and testing procedures emphasizing linguistic competence and, in turn, exploring new ways of developing and measuring communicative competence. (title: "Communicative Competence: A French Example.")

Barry Taylor (San Francisco State University), conducted an experiment with twenty native Spanish speaking students of English as a second language, ten each at the elementary and intermediate levels, to determine to what extent the students relied on the strategies of overgeneralization and transfer in learning English. Although there was no significant qualitative difference in errors between the two groups, there were found to be quantitative differences. The elementary subjects' reliance on transfer was found to be significantly higher than that of the intermediate subjects: the intermediate subjects' reliance on the overgeneralization strategy was found to be significantly higher than that of the elementary subjects. Thus reliance on overgeneralization was seen to be directly proportional to proficiency in the target language, and reliance on transfer was seen to be inversely proportional. These findings seem consistent with the notion of second language acquisition as an actively creative process. (title: "The Use of Overgeneralization and Transfer Learning Strategies by Elementary and Intermediate Students of English as a Second Language.")

Andrew Cohen (UCLA), reported on a study in which he looked at the language retention of three primary school children from a Spanish immersion program who had been away from the language for an entire summer. He wished to determine if the last things learned are the first to be forgotten and whether forgetting entails unlearning in reverse order from the original learning process. Results indicated some support for this notion, some examples of reversion to an earlier stage, and some evidence that forgetting may produce forms that were never tried out during the process of language acquisition prior to the respite. There was also some evidence that residual learning took place over the three months of non-contact. (title: "Forgetting a Second Language.")

Using a cloze test administered to advanced learners of English as a native language (nine to eleven year olds) and English as a second language, Linda Bebout (Ontario), demonstrated many parallels between language learning strategies used by first and second language learners. Her study offers evidence that error analysis can provide useful information concerning the learner's hypotheses about the language, and reveal the processes and strategies he employs in learning a second language. (title: "An Error Analysis: Comparing the Ability of Learners of English as a First and as a Second Language to Extract Information from Written Material.")

Judy Wagner-Gough (UCLA), analyzed the effects of input data on the learner's own rule formation, providing further documentation of the previous finding (Hatch, 1974), that frequency of a form in the input can influence the learner's own rule formation. In line with this, the difference between input to children and to adults was observed. Gough also pointed out that one cannot only pay attention to a form for it may serve many unexpected functions; and looking at the function the form serves may help to explain some of the learner's own process strategies. (title: "A Look at Input and Discourse in Second Language Acquisition.")

Both Dickerson (University of Illinois and Tarone (Seattle Central Community College), investigated inter-language from a phonological perspective. Using as a model the variability analysis developed in correlational sociolinguistics, Dickerson provides further support for the concept of inter-language (Selinker, 1972), by demonstrating a systematicity of variability in the learner's output which cannot strictly be explained either by contrastive analysis, mastery of the target language, or a combination of the two. In addition, she observes the occurrence of style-switching in the second language. Tarone describes the interlingual phonological systems of several learners of English from different language backgrounds, and examines the influence of a language transfer process system (D.K. Oller, 1974); she draws implications as to the relative roles of the syllabic articulatory unit, language transfer processes, and first language acquisition processes in shaping the interlingual phonologies of these learners. (titles: "The Learner's Interlanguage as a Variable System" and "Some Influences on Interlanguage Phonology.")

Marianne Celce-Murcia (UCLA), studied the simultaneous acquisition of French and English by a two-year-old. She reports, among other findings, that in those instances where the child knows a word in both languages, the choice of which word to use will be determined by its phonetic shape. That is, if one of the words contains sounds which have not yet been fully mastered, the child will use the equivalent which has no such sounds. (She has difficulty with fricatives and r's. Therefore she says "couteau" rather than "knife," and "poon" (for spoon) rather than "cuillere.") (title: "Simultaneous Acquisition of English and French by a Two-Year-Old.")

Susan Zimin (Boston University), questions the assumptions underlying current approaches to language acquisition research. She sees a need to devote more time to theory and paradigm construction, and warns of premature focus on data collection. Her paper emphasizes the significance of the types of human interactions present in the learning situation, and attitudes and feelings connected with that situation. She questions the validity of research which assumes competence in any one area of language (i.e. phonology, syntax, semantics, etc.) as representative of one's ability in a language, linguistic competence being best measured by integrative tests such as dictation and cloze tests which are more apt to measure a general comprehension ability and a "kind of expectancy factor." And since language is more than the sum of its parts, it requires a holistic approach. Zimin also feels more attention should be paid to the "meaningfulness" which a particular structure contains. Her suggestion for a research design is to observe the classroom over a period of time, gathering data on the learner, the teacher, and perhaps the researcher -- with emphasis on attitudes toward the language and the learning situation, with some objective measures of the linguistic progress and subjective attitudinal measures. The hope is that this method will reveal important information about the language learning and teaching process. (title: "Is There Any Meaning to Language Acquisition.")

A note from Evelyn Hatch:

"Thanks to everyone who participated in the second language acquisition workshop at TESOL. The many positive comments given about the workshop were because all of you took the time to work out interesting presentations or came with questions you wanted to discuss.

Perhaps now is the time to think about the format of the workshop for next year. Would you rather have "how-to" sessions, reports on research, problems in doing research, or some combination thereof? Should we organize two research section workshops -- one for language acquisition studies and one for language learning research (attitudes, motivation, methods, etc.). All suggestions are welcome. Do we have any volunteers to organize the workshop for next year? If you have suggestions, please send them to us now while the conference is still fresh in your mind.

Thanks again for making the workshop a success."

ADDRESSES TO WRITE FOR 1975 TESOL SLA PAPERS:

Doug Brown
English Language Institute
University of Michigan
Ann Arbor, Michigan 48104

Marianne Celce-Murcia
Department of English as a
Second Language
University of California
at Los Angeles
Los Angeles, California 90024

Andy Cohen
Department of English as a
Second Language
University of California
at Los Angeles
Los Angeles, California 90024

Ann Fathman
294 Indian Road
Piedmont, California 94610

Diane Larsen Freeman
TESL Department
University of California
at Los Angeles
Los Angeles, California 90024

Judith Olmsted Gary
Linguistics Department
University of California
at Los Angeles
Los Angeles, California 90024

Jon Jonz
Bilingual/ESL
Lancaster-Lebanon Intermediate Unit
1383 Arcadia Road
Lancaster, Pa. 17601

Kyle Perkins
English Language Institute
University of Michigan
Ann Arbor, Michigan 48104

Ellen Rosansky
Harvard University
Graduate School of Education
Roy E. Larsen Hall, Appian Way,
Cambridge, Mass. 02138

Sandra Savignon
Department of French
2090 Foreign Languages Building
University of Illinois at
Urbana-Champaign
Urbana, Illinois 61801

Elaine E. Tarone
8416 South 113th Street
Seattle, Washington 98178

Barry P. Taylor
English Department
San Francisco State University
San Francisco, California 94132

Judy Wagner-Gough
Department of English as a
Second Language
University of California
at Los Angeles
Los Angeles, California 90024

Susie Zimin
33 Gay Street
Newtonville, Massachusetts 02160

For the missing ones, you can get them from either the SLANT mailing list, or from the Convention Program which lists their university with their abstract.

II. RESEARCH NOTES FROM THE SOUTHWEST AND HAWAII

From the East-West Center of the University of Hawaii;
Joan Rubin and Roger Prince have been trying to isolate second-language learning strategies. They initially attempted this through observing classroom activities, but found this method to be far less fruitful than asking students for a self-report of their strategies to be expressed in either English or their native language. As yet, their approach does not consider the differences between "good" and "bad" learners.

From the University of New Mexico;
Garland Bills and Alan Hudson, under the title "Bilingual Research Project," are conducting a survey of language dominance among school children in a bilingual program at Albuquerque's Martineztown. Examined also will be language use and attitudes in the general community.

Vera John-Steiner is involved in a research project entitled "Learning Styles Among Pueblo Children," which examines roles of verbal and visual representation in semantic storage and orientation of young children in Indian and non-Indian classrooms. She has worked with adults and adolescents as well and has developed a new approach which provides insights into diversity and processes that people use when confronted with new tasks. She has developed new techniques to monitor story telling -- retelling tests to be used with children in both their native and second languages.

From the University of Southern California;
Elinore Keenan and Wei Lin Lei have been videotaping peers interacting in a play setting. The subjects are children from two different schools; a pre-school where ages range from 2-2½, and a kindergarten class of 5 year olds. Both schools are in Chinatown, and the children come from a variety of first-language environments (Chinese, Spanish, Chinese-English, and Spanish-English). Among those questions relevant to second language acquisition are, how children of different linguistic backgrounds communicate, and what triggers code switching.

Steve Krashen has been working on a new theory, in a paper entitled "A Model of Adult Second Language Performance," and submitted to LSA, Winter 1975. In this paper he proposes that "adult second language learners develop and utilize two possibly independent linguistic systems, one acquired in ways similar to child language acquisition, and one consciously learned. It is hypothesized that only the acquired system is involved in the initial phases of speech production, while the learned system, when conditions permit, acts as a monitor, inspecting and often altering the output of the acquired system."

He further proposes that "the ability to theorize, brought about by the onset of Formal Operations, allows or compels the learner

to create an abstract grammar of the target language, bringing the monitor into existence."

Jackie Schachter and Beverly Hart, under an NFSA grant, are conducting an analysis of adult second language learner production of certain complex structures, (eg. verbal compliments, nominalization, relative clauses).

Jackie Schachter, Adele Tyson, and Frank Diffley, are researching the feasibility of eliciting grammatical judgements from adult ESL students.

From the University of California at Berkeley;
Susan Ervin-Tripp is studying the acquisition of English by children who are native speakers of Japanese, in the first year after their arrival in the U.S. The children's ages range from between five and ten years old. This study will form part of a first language acquisition study, and comparisons will be made regarding pronominal and auxiliary systems, and word order.

From UCLA, TESL Department;
Evelyn Hatch, Rina Shapiro, and Judy Wagner-Gough are looking at conversations between second language learners and native speakers of English to see the kinds of simplification techniques used to facilitate communication.

III. OTHER RESEARCH NOTES

Patsy M. Lightfoot at Concordia University, Montreal, is studying the acquisition of French as a first language by two/three year olds, and French as a second langauge by four/five year olds. The investigation is based on some first language acquisition strategy differences described in two papers written by Ms. Lightfoot in conjunction with Lois Bloom and Lois Hood at Columbia Teacher's College. One of these will appear as a Society for Research in Child Development monograph this year entitled "Structure and Variation in Child Language."

The Australian Council for Educational Research in Victoria, Australia is engaged in developing tests to measure migrant children's English.

Larry Selinker will be at the Hebrew University, Jerusalem, researching "reading in a second language for professional needs." This research will be concerned with strategies used to understand subject matter where the learner has to manipulate large amounts of texts. This research is an outgrowth of current work at the University of Washington with Louis Trimble and Mary Todd-Trimble into "implicit meanings" in EST (English for Science and Technology) texts. They are currently studying the discourse side of the following "advanced" reading problem: the reader comes across an EST paragraph in a second language text in which

he or she knows all the words, but still does not get the total intended meaning of the writer. The non-native reader appears to lack the ability to extract information from such texts that the native reader trained in a particular technical discipline can retrieve. If this proves to be true, it should have practical import for beginning reading programs as well. An additional part of Selinker's research may be to try to understand in what ways the non-native learner simplifies and distorts messages (intended by technical writers) at the moment of "frustration"; it is hoped that particular reference to the function of the native language can aid at this point. Kingsley Ervin is just completing a dissertation in a closely related area at the University of Essex, England. Dr. Selinker would be grateful to find out the names of any other researchers who are working on similar problems.

Catherine E. Snow, at the Institute for General Linguistics, University of Amsterdam, is studying the acquisition of Dutch by 41 English speaking children and adults during their first year living in Holland. The investigation is designed to shed light on the question of whether first and second language acquisition result from the same underlying process, and the implications of these findings to the critical age hypothesis. Although still in its preliminary stages, first indications of the results are that "youth gives no special advantage in language learning. Older children and adults do better at all aspects of language acquisition than the younger children, but the strategies and stages of acquisition seemed very similar for all age groups. The similarities which exist between the acquisition of a first and of a second language can be largely attributed to the primary role played by semantics in both acquisition processes."

IV. REPORT OF MEETINGS PAST AND FUTURE

A "Symposium on Bilingual/Bicultural Education: Effects on the Language, Individual and Society" was held at the University of Texas, El Paso, this June. Among those papers possibly relevant to the field of Second Language Acquisition were:

"Psycholinguistic Desiderata in Bilingual/Bicultural Education." by Paul Angelis, (Texas A and M).

"Research on Teachers' Attitudes Toward Language Variation and Language Use" by Judith Guskin, (Clark University).

The Institute for Cultural Pluralism conducts an annual Southwest area Linguistics and Language Workshop (SWALLOW). For more information regarding papers, SWALLOW Workshop schedules, and emphasis, write the Institute for Cultural Pluralism, School of Education, San Diego State University, San Diego, Ca. 92182.

The Australian Council for Educational Research in Victoria, Australia has held its first annual general meeting of the Society for Linguistics in Education, the purpose of which was to gather those Australians interested in linguistics, education, and second language acquisition for an exchange of ideas.

V. SLA PUBLICATIONS

Brisk, Maria. "A Preliminary Study of the Syntax of Five-Year-Old Spanish Speakers in New Mexico," International Journal of the Sociology of Language, Vol. I, No. 2, 1974.

Cohen, Andrew D. "Progress Report on The Culver City Spanish Immersion Program: The Third and Fourth Years," Workpapers in Teaching English as a Second Language, Vol. IX, June 1975, University of California, Los Angeles.

Cohen, Andrew D. and Susan M. Lebach. "A Language Experiment in California: Student, Teacher, Parent and Community Reactions after Three Years," Workpapers in Teaching English as a Second Language, Volume VIII, June, 1974, University of California, Los Angeles.

Day, Richard R. "Can Standard English be Taught or What Does It Mean to Know Standard English?" Spring Issue 1975, Florida FL Reporter. This pertains to Hawaiian Creole English speakers learning Standard English.

Hatch, Evelyn. "Studies in Language Switching and Mixing." Workpapers in Teaching English as a Second Language, Volume VIII, June, 1974, University of California, Los Angeles.

Oller, John. "On the Generation and Modification of Grammar." Klimientenko, A.D., and Mirolioubov, A.A. Issues in the Teaching of Foreign Languages in High Schools. Institute of Instruction and Learning of the Academy of Pedagogical Sciences of the USSR, a "Pedagogica" edition, Moscow, 1973.

Schumann, John. New Frontiers in Second Language Learning. Rowley, Mass.: Newbury House, 1975.

Schumann, J., Cancino, H., and Rosansky, E.J. "Testing Hypotheses about Second Language Acquisition: the Copula and Negative in Three Subjects." Working papers in Bilingualism. (Ontario Institute for Studies in Education), No. 3, June, 1974.

Spolsky, Bernard. "Some Sociolinguistic Aspects of the Study of the Vocabulary of Six-Year-Old Navajo Children." in Dine Bizaad Nanil'iih (Navajo Language Review), Vol. I, No. 3, Summer, 1975, pp. 165-174.

VI. THESES COMPLETED OR NEARLY COMPLETED

Harvard University
John Schumann has recently completed a doctoral dissertation entitled: "Second Language Acquisition: The Pidginization Hypothesis."

This is the case study of an adult learner whose language is pidginized. Schumann gives a social-psychological explanation for the pidginization of this learner's speech, and generalization to other second language learning contexts which are pidginogenic.

Stanford University

Lilly Fillmore has completed her doctoral dissertation entitled: "The Second Time Around: Cognitive and Social Strategies in Second Language Acquisition."

This thesis involved a longitudinal study of five Mexican children who had no previous knowledge of English and were not receiving English instruction, and five Anglo children with whom they were paired. Each pair was observed once a week over a one year period The focus of the study was the social and cognitive aspects of the interactions.

University of California, Los Angeles - TESL Department

Rina Shapiro has completed her master's thesis entitled: "The Acquisition of Several English Morphemes by an Adult Second Language Learner."

Between November, 1973 and April, 1975, Shapiro studied the natural acquisition of English by a twenty-five year old native Spanish speaker with almost no previous English instruction. At the beginning of the investigation, the subject had been in the U.S. five months. The study was in two parts: 1) an observational study for which three spontaneous speech samples were collected, and 2) an experimental study using the Bilingual Syntax Measure (old form), and imitation and translation tasks. Ten specific grammatical categories were examined. Results indicated no evidence of any acquisition in the ten categories studied, however great improvement in English fluency enabling the subject to communicate in English in varied social environments was noted. Shapiro concludes that there should be a measure of fluent speech as distinct from grammatical speech, and that to create such a measure will first require an operational definition of fluency. She suggests that until such a measure is developed, an important element of language competence will be overlooked.

Judy Wagner-Gough has completed a master's thesis entitled: "Comparative Studies in Second Language Learning."

It consists of the study of an Iranian child's acquisition of English, and a theoretical discussion of major findings in the data, as well as a comparison with previous studies of a similar nature. The thesis has just been published by the Center for Applied Linguistics under their monograph series on Languages and Linguistics.

University of Edinburgh

Helen Tebble is completing a thesis based on a case study of an adolescent's natural second language acquisition.

University of Essex, England

Kingsley Ervin is completing work on a thesis dealing with the study of reading in second language learning. He has been examining how adults handle information processing in reading at an advanced level by comparing native readers and advanced second language readers.

University of Hawaii

Steven Peterson - has completed a doctoral dissertation on the acquisition of some aspects of English syntax by a Tagalog child in a Hawaiian Creole English environment.

University of Michigan

Diane Larson Freeman has completed a doctoral dissertation. Title: "An Invariant Order of Grammatical Morphemes in the Acquisition of English as a Second Language."

NEW APPOINTMENTS

Steven Krashen (Queens College) has been appointed associate professor in the USC Linguistics Department for the fall, and Jackie Schachter (American Language Institute, USC) has been appointed assistant professor of Linguistics at USC.

Many changes are taking place in the UCLA TESL Department. Lois McIntosh, after sixteen years of service, retired this June. John Schumann (Harvard School of Education) and Arnulfo Ramirez (Stanford University) have received appointments as assistant professor. Richard Allwright (Essex University) will be a visiting professor for the 1975-76 year along with Diane Larson Freeman (U. of Michigan), who is replacing Andrew Cohen. Andrew Cohen has accepted a one year position at Hebrew University, Jerusalem. Joining him in the English Department at Hebrew University will be Larry Selinker (U. of Washington), working under a Senior Fullbright grant.

COURSES OFFERED

Concordia University, Sir George Williams Campus, Montreal, Quebec.

Patsy Lightbown will teach a beginning course in first and second language acquisition. She is planning an advanced course for the near future.

University of California, Los Angeles.

Evelyn Hatch and John Schumann will be offering a second language acquisition course this fall.

University of Hawaii.

The following courses pertaining in part to second language acquisition are scheduled for the fall term:

Psycholinguistics: Empiricist, rationalist and behaviorist foundations for language acquisition; cognitivist and behaviorist learning theories; competence and performance; children's language acquisition; implications for language teaching.

Seminar in Developmental Psycholinguistics: Advanced study of acquisition of syntax, semantics and phonology in child and adult; bilingualism and intelligence; language and thought; implications for language teaching.

Language Culture, Society and Language Education, Introduction to the sociology of language, ethnography of communication, and sociolinguistics, with special reference to language teaching and learning.

University of Southern California.

Steven Krashen will be offering a psycholinguistics course dealing primarily with the following two topics: 1) The critical period for language acquisition - How similar are child and adult language acquisition? and 2) Language and the brain - Is the language faculty discrete?

NOTE FROM THE EDITOR

Many of you who sent reports of publications, papers, research in progress, or courses, may be surprised or disappointed to find your contributions absent from the appropriate category. The reason for this is that we decided to limit listings to those of specific relevance to the field of second language acquisition research. In many cases we received titles with no accompanying abstract or descriptive message, and in these cases it was necessary to hazard a guess as to the real focus; consequently some items may have been erroneously omitted or included. It should be noted that, in general, those studies pertaining to either testing or second dialect acquisition research were not included. We regret having to limit the topics mentioned and realize the boundaries of relevance are often hazy, so if you have second language acquisition information but suspect that a title or descrpition may not clearly reflect this emphasis, please include an explanatory note.

Thank you,

Abby Sher

SUBSCRIPTIONS

If no date appears on your mailing label, we have not received a payment from you. Annual subscription rates are $2 in the USA and $5 overseas. Please send a check immediately, payable to Nancy Backman, SLANT, 72 York Terrace, Brookline, Mass. 02146. The date on your label indicates when your next annual payment is due. Please note.

You will be receiving Dick Allwright's British Edition, SLANT Number 3 soon if it hasn't reached you yet.

S SECOND

L LANGUAGE

A ACQUISITION

N NOTES AND

T TOPICS

A Newsletter for Researchers

Issue Number 5 Midwestern Edition November 1976

Guest Editor: Kyle Perkins (Southern Illinois University)
Department of Linguistics
Carbondale, Illinois 62901

Co-editors: Nancy Backman (Boston University)
72 York Terrace
Brookline, Mass. 02146

Larry Selinker (San Jose State University)
Linguistics Program
San Jose, California 95192

Editorial Assistant: Margaret Stanek (Boston University)

SLANT regularly appears at least twice a year, a Spring edition and a Fall edition. Issue Number 5 was supposed to have been a Spring edition, but we waited until we could get a good bit of news together for a hefty issue. The delay is due to the Guest Editor and not the fault of the Co-editors. This issue contains nine sections: a report on meetings; research in progress; new courses; new publications in L2 acquisition; dissertations completed; forthcoming meetings; SLANT financial report; SLANT subscription news; and the SLANT mailing list.

Some of you may find the report on the LSA Bilingual Symposium a bit harsh. However, those of you who may have attended the business meeting of the summer LSA meeting in Ann Arbor in August, 1973 will remember that Larry Selinker raised the same issues with Morris Halle and others which Doug Brown has raised in this issue. The implied presupposition from LSA was that we applied linguists must work to earn a place on the program at future LSA meetings and pages in Language. From Brown's report, it would seem that that presupposition is still holding forth.

I Meetings

Report of LSA's Bilingual Symposium, December 27-28, 1975

by H. Douglas Brown
English Language Institute
University of Michigan

A surprising number of people shunned the beauty of the balmy San Franciscan weather on December 27 - 28 to attend the LSA's Bilingual Symposium, the first LSA-endorsed attempt to give recognition to the possibility that linguistics might have something to do with bilingual education. The Symposium was designed "(i) to promote exchange between professional linguists and educators ...(ii) to develop priorities for future research in linguistics, ...(iii) (and to make) linguistic research ... more responsive to bilingual education planning and practice" (from the program of the Symposium). Unfortunately, the Symposium only scratched at the surface of the first objective and completely bombed in the second and third objectives. (In that observation, note that I differ with Judith Markowitz' review of the Symposium in February's TESOL Newsletter.)

First it should be recognized that LSA itself had little or no interest in the Symposium. The scuttlebutt is that they weren't interested in getting their fingers dirtied by such topics but could hardly refuse the National Institute of Education's money and so turned to their housemates, the Center for Applied Linguistics (CAL), and asked them to tackle the job.

The general objectives of the Symposium were well-conceived; the planning by CAL was excellent; but the final result left many people in a state of confusion and bewilderment knowing little more about either linguistics or bilingual education.

The heart of the problem seemed to lie in the difficulty of getting linguists to talk with educators. The linguists were, in fact, directed not to apply their areas of expertise, but to summarize them in their own terms, so in one sense they can't be faulted. But on the other hand, with few exceptions the papers were so theoretically bent that no educator could ever gain a sense of the relevance of linguistics by listening to them. (One such exception was Deborah Keller-Cohen's paper-which was the only paper that kept within the allotted time limit-who not only summarized the field of child language acquisition succinctly and accurately, but also made some practical references to the educational environment.) What transpired then, in most cases was a linguistic monologue followed by some rather harsh criticism from the discussants. The latter group-many of whom were educators or had strong applied orientations-effectively lambasted a couple of the linguists for their ignorance of the issues of bilingual education. Perhaps the most impressive response was Lily Wong Fillmore's (a reputable and articulate linguist in her own right) impressive criticism of Charles Pyle's depiction of research in pragmatics. Pyle's paper-which I have since seen in mimeographed form-was accurate and helpful to the higher level researcher or theoretical linguist, but hardly relevant to bilingual education by any stretch of the imagination.

The post-paper audience question-and-answer periods were for the most part a mish-mash of the usual rhetoric which has become tiresome for convention-going academicians. Bruce Fraser suffered the dubious distinction of having to withstand the harshest audience attack. He seemed a little out of his league talking on language pathology; it was unfortunate that Fraser-an extremely capable linguist and L2 researcher-was not able to shine in his stronger sub-field of interest.

Conclusion? It was a "nice try". CAL is to be praised for conducting a symposium which reeks of heresy to hard-core LSA types. I'm afraid I'm too pessimistic to think that LSA would ever fully endorse the notion that linguistic inquiry can be applied to such earthy, nitty-gritty things as bilingual education, so I won't be looking to LSA for further insights in that direction.

The LSA Convention itself manifested the usual dearth of applied research. Out of a total of 29 sections, L1 acquisition got one section (6 papers), there was one section on "bilingualism" (5 papers), and one on "language pedagogy"- the latter was the only forum for L2 research- (5 papers) featuring two excellent papers, one by Krashen and one by Cowan. This section was cleverly scheduled as the very last section in the convention, just about the time everyone was champing at the bits to leave their hearts in San Francisco.

I was left with the sinking feeling that once again LSA had demonstrated that people who want to escape the challenges and realities of the real world can board a magic carpet every December and enter LSA fantasyland where "structural and generative analyses of Macedonian preterite" and "relative/correlative deletion in Gothic" are the talk of the town. Problems of how people actually communicate in the real world and how they learn to cope linguistically are tolerated, but definitely not in vogue.

Abstracts from the "Perspectives on Language" Interdisciplinary Conference held at the University of Louisville, May 6-8, 1976. The following papers were presented at the Louisville conference; we don't have summaries or comments on these papers, but the authors will probably send you copies of their papers on request.

Sign Language Acquisition in an Adult
Russell D. Young
University of Georgia

This paper will deal with the development of linguistic competence in an adult deaf male who was first exposed to a societal language at the age of 19. The subject (Bobby George) who suffers from congenital bilateral profound deafness was born to hearing parents and, like most deaf children of hearing parents, received no early language input. However, unlike most other deaf, Bobby received no formal schooling or exposure to sign language until he was well past puberty. When he was finally sent to a rehabilitation center for deaf at the age of 19 he was exposed to sign language for the first time. About one year after he arrived at the rehabiliation center Bobby began to develop competence in American Sign Language. Although his sign vocabulary was initially very limited he began combining signs to form utterances of greater length than is found in the speech of children at a comparable stage of development.

The fact that Bobby is acquiring a primary language after puberty provides us with a unique opportunity to empirically test the theory of a critical period for language acquisition articulated by Lenneberg (1967). According to Lenneberg there is a specific time period (i.e. from 2 to about puberty) during which a primary language must be acquired if it is to be acquired at all. Several recent authors (e.g. Curtiss, et al, 1974) have presented evidence contrary to Lenneberg's claim. The source of their evidence, a girl who had suffered extreme social isolation and language deprivation, although impressive, does not provide unequivocal refutation because of the fact that her language is in some senses pathological (e.g. the phonology) and also because of certain nebulous aspects of the subject's background. I will present evidence which I feel is unequivocable and underscores the need for a redefinition of the concept of a "critical period." I also hope to demonstrate that such evidence as "abnormal phonology" is more a reflection of speech modality (i.e. the vocal-auditory tract) than any basic language acquisition processes.

The Role of Interference in Second Language Learning
William Flick
Southern Illinois University

Recent studies in the analysis of second language (L2) learners' errors take a cognitive developmental approach to Error Analysis (Corder, 1967;

Nemser, 1971; Selinker, 1972; Richards, 1971). The terms "Interlanguage" (Selinker, 1972) and "Approximative System" (Nemser, 1971) are used to describe the progressive stages by which the learner moves from native language (L1) competence to target language (L2) competence. The transition from L1 to L2 takes place by means of a "corrective cycle" (Bickerton, 1975, p. 175) in which hypotheses are formed, tested, and reformulated as new input is received. Thus L2 learning is similar to L1 acquisition in that it involves cognitive developmental learning strategies (Ravem, 1974). In such studies as the above, the role of interference in L2 learning is seen as minimal. Dulay and Burt (1974), for example, analyze only 4.7% of their subjects' errors as being due to L1 interference. Furthermore, the two processes (interference vs. developmental strategies) are seen as mutually exclusive (Dulay and Burt, 1974).

The experiment reported here involves an error analysis of the English of adult native Spanish speakers of various levels of proficiency. Sixteen subjects were interviewed, providing a corpus of over 3000 words and a total of 670 errors for analysis. The following results emerged from the study:

1) Interference errors accounted for a significant portion of the total errors (32.1%).
2) A large portion of the errors (23.5%) were not analyzable as either one type or the other, but involved both factors operating simultaneously. Whereas many studies label these errors as "ambiguous" unanalyzable errors, the current study examines them in the light of both processes taking place concurrently.
3) Developmental errors decrease at a rapid rate, while interference errors tend to level off. This agrees with the findings of Mougeion et al. (1975) and supports their suggestion that interference errors are the ones which tend to become "fossilized" (Selinker, 1972).
4) Developmental errors are easier to recognize than interference errors, which also sheds light on the notion of fossilization.
5) A related study at the Center for English as a Second Language indicates that subjects show a strong tendency to avoid using grammatical structures in L2 which are not present in L1. The result (not indicated by errors), which we refer to as "syntactic accent", reveals the strong, underlying influence of L1 interference in L2 learning.

The present study suggests that L1 interference plays a significant role in second language learning. Not only does it account for a large portion of the errors, but it seems to account for those errors which become fossilized. Furthermore, a large portion of the errors are explained only when both processes of interference and developmental strategies are taken into account.

The primary import of the present study is to reevaluate the role of interference in L2 learning. One theory does not imply rejection of the other. L2 learning is similar to L1 acquisition. Cognitive processing strategies take place in both. Hypotheses are formed and tested in a succession of approximative systems which approach the target language. The same processes of overgeneralization and simplification take place in both. But, though the processes are similar, the input is different. L2 learning involves the existence of an already formed system (L1) which acts as a shaping influence, determining the nature of the learner's evolving approximate systems. Thus, different L1s as input will produce different approximate systems.

Psychological Aspects of Second Language Acquisition

R. C. Gardner
University of Western Ontario

This presentation examines a social psychological interpretation of the process of second language acquisition which focuses on attitudinal/motivational

correlates as well as ability ones. A model stressing the interaction of the cultural milieu, individual differences, language acquisition contexts, and linguistic outcomes is proposed, and data bearing on its applicability are presented. These data indicate the relative contributions of attitudinal/motivational and ability factors in determining second language achievement, and their relevance to the second language dropout phenomenon. It is proposed that the successful acquisition of a second language is mediated by an integrative motive, the desire of willingness to acquire the language of a valued second language community for the purpose of communicating with members of that group. One possible interpretation of the underlying process linking an integrative motive to language acquisition is examined by contrasting the classroom behaviour of integratively motivated with non-integratively motivated children.

Sentence - Combining: A Technique for Assessing Proficiency in a Second Language

Stephen J. Gaies
Indiana University

Despite the importance placed in recent years on the development of active skills in language learning, an emphasis on objectivity and reliability in language testing has led to the widespread use of the indirect measurement of productive skills. The composition--the traditional method of evaluating a learner's ability to write in the target language--has been criticized as both unreliable and invalid. Nevertheless, many teachers of English as a second language preparing students to undertake academic coursework feel the need for some direct measure of their students' ability to produce syntactically mature prose.

The present paper reports on exploratory research to determine whether a sentence combining exercise developed by Hunt (1970) to measure the development of syntactic complexity in the writing of native speakers of English can also serve as a measure of the active syntactic proficiency of learners of English as a second language.

The sentence-combining exercise was administered to a group of learners of English as a second language. Measures of the following variables were obtained for each subject: words per T-unit, clauses per T-unit, and words per clause. Performance by the subjects on the instrument was compared with available normative data for native speakers and with subscores made by the subjects on the Test of English as a Foreign Language (TOEFL). Preliminary indications of the validity and limitations of the instrument are presented.

Report of The First Annual Boston University Conference on Language Development October 1-2, 1976, Boston University.

The following report was prepared by Gloria Brakel and Polly Ulichny of Boston University:

The ten papers on L2 acquisition presented research on lateralization, conceptual representation of lexical items, phonological processing, syntactic development, pragmatics, discourse analysis, and methodology.

JOEL WALTERS and ROBERT ZATORRE (Boston University) in their paper, Laterality Differences for Word Recognition in Bilinguals, investigated lateralization in bilinguals. Studies have shown that multilingual aphasics having sustained left cerebral hemisphere injuries tend to lose all language. Conflicting evidence supports the notion that both right and left cerebral hemispheres are involved in language processing in polyglots. The authors were interested in claryifying these conflicting claims for laterality in second language function. Using a tachistoscope, they presented their Spanish-English bilingual subjects with word pairs, first in their native language, then in their second language. Their findings indicate that word recognition was significantly higher in the right visual field, indicating left hemisphere dominance for both languages.

Evidence for the existence of a non-language-specific conceptual representation in long-term-memory and its role in processing in second language acquisition was presented by POTTER, KLEIN, FAULCONER, FELDMAN, and GARRETT of M.I.T. in their paper, Lexicon and Concept in First and Second Language. The authors asked 28 native English speakers with 2 to 3 years of high school French to respond in English to visual stimuli (by reading a word or naming a drawing) or in French (by translating a word from English or naming a drawing). Comparing response times it was found that RTs in English were longer for drawings than for words (257 ms.) However, when responding in French, the drawings had a 56 ms. advantage. A direct translation model used to explain the French drawing naming process would predict a much greater RT than was observed, suggesting a single learning-conceptual device regardless of first or second language.

DON LORITZ explored problems of tonal interference in the acquisition of English by Chinese speakers in his paper Tonal Interference in Chinese Perception of English Juncture. He argued that the Chinese L2 learner is using a two-tonal strategy in perceiving English juncture. He stressed the implications of this for classroom practices.

Tests have shown that native English speakers of different age groups transduce visually presented English verbal items into a phonological mode in short-term-memory. In her paper, Even Chinese Ideograms Are Phonologically Encoded in STM, MAE CHU CHANG (Boston University) posed the question of STM processing of ideograms for Chinese-English bilinguals. It was found that the subjects (native Chinese speakers) utilized a primarily phonological strategy on Chinese word-recognition tests suggesting a "universal" native language reading strategy. However, it was found that the Chinese subjects used a primarily visual strategy on English word-recognition tests. Similar patterns were found for Spanish subjects recognizing English words although the Chinese subjects made significantly more visual responses. She hypothesized a two-stage STM processing model: first visual then phonological for second language acquisition.

JOEL KATZ (Stanford University) in his paper, Case, Gender and Pronominal Diamorphy in Child Second Language Acquisition, examined longitudinally the use of pronominal case and gender in the untutored acquisition of English as a second language by two native speakers of modern Israeli Hebrew. He describes the novel and intricate conditioning factors for pronoun case assignment that was used by his 6 year-old subject. As for gender, Katz hypothesized that inanimate objects would be referred to as "he" or "she" depending on the gender assigned to them in Hebrew. What he observed instead was alternate approaches to pronominal gender; one subject chose "she" as the all purpose inanimate pronoun; the other chose "he", thereby demonstrating Haugen's concept of "diamorphs": interlingually identified variants or morphemes or groups of morphemes based on phonetic/semantic similarity.

Arguing that interlanguages are really languages, LLOYD B. ANDERSON, in his paper, Parallels in the Learning of English Relative Clauses by Children and by Speakers of Japanese and Spanish, found that comparing productinns of one individual at a time and comparing individuals on one item, a set of norms of grammatical development can be constructed. He concluded that the distinction between language learning mechanisms and native-language effects cannot be made in terms of data and thatchildren and L2 learners use similar strategies for organizing discourse information.

LYLE JENKINS (University of Vienna) pointed out the relevance of recent research on the Extended Standard Theory for the construction of a theory to explain L2 learning in his paper, Chomsky and Second Language Learning: The Extended Standard Theory.

He argued that to account for the production of "the dog which is in the corner is hungry" to form the question "is the dog which is in the corner hungry?" but not *"is the dog which in the corner is hungry?" one is led to postulate innate mechanisms (of which EST is a part) that operate in a similar fashion in L1 learning.

ELLEN RINTELL AZER (Boston University) in Some Remarks on the Verbal Request in Second Language Acquisition looked at requests made by Spanish and English speakers, and the way these requests get modified when the request is not complied with. Strategies of syntactic variation and changes in the levels of directness and politeness across the modifications were discussed.

OLGA K. GARNICA (Ohio State University) in her paper, Communicative Strategies in Second Language Learning: Discourse, examined the types of communicative strategies of the L2 learner at the discourse level thereby extending the analysis to include other areas of linguistic structure. She argued that the choice of communicative strategy will govern the type of linguistic structure used.

ELLEN ROSANSKY (University of Wisconsin) in her paper, Artifact and Assumptions: An Analysis of Group Cross-Sectional Morpheme Performance Studies, compared data from a longitudinal study of morpheme acquisition in second language acquisition with data from cross-sectional investigations and found that the assumptions underlying a cross-sectional analysis are not borne out over a developmental period. She specifically considered the issues of a smooth and regular pattern of acquisition, whether certain morphemes show a fixed relationship with respect to each other and whether earlier claims for an invariant order of morpheme difficulty could be borne out when individual subjects are analyzed instead of merely analyzing the group mean scores.

II Research in Progress

Frances Hinofotis at Southern Illinois University (UCLA, beginning January, 1977) is investigating the use of cloze testing as a placement device for indicating a student's overall second language proficiency. The TOEFL, the Comprehensive English Language Test (CELT), and the Foreign Service Institute oral proficiency examination are measures against which cloze testing is being evaluated. Subjects for the study are incoming foreign students at the Center for English as a Second Language (CESL) at Southern Illinois University-Carbondale. The uniqueness of the study lies in the attempt to evaluate cloze testing on the basis of an oral measure, i.e., to ascertain the validity of cloze testing as an indicator of communicative competence.

Douglas Flahive at the Center for English as a Second Language, Southern Illinois University-Carbondale is applying multiple regression analysis on data generated from students studying English as a Second Language. The purpose of the analysis is to determine the relative effect of various independent factors such as native language, sex, and educational level on the learning of English. The same technique is also being used to evaluate a new curriculum being implemented at the Center for English as a Second Language. A preliminary analysis of a portion of the data has revealed several interesting results. Materials which were designed primarily for Spanish speakers were found to be less effective for them than they were for speakers of Farsi, Arabic, Japanese, Chinese, and a small scattering of other languages. Although final scores on the Michigan exam were relatively close for all language groups analyzed, when vocabulary subscores were factored out, the final scores of the Spanish speakers were significantly lower. It would be premature to interpret these initial findings as substantial evidence of the unproductiveness of the use of contrastive analysis in materials preparation since the number of subjects used was relatively small, 80, and

other relevant variables, perhaps impossible to measure, may be operating. Additional analyses have also been done to determine the relevance of sex and education level variables have also been run. The results have proved non-significant. Flahive will provide details of the scope of the study, the type of computer program used, organization of data into vectors, or copies of results obtained to date if anyone is interested.

May Frith, McGill University, 3700 McTavish Street, Montreal H3A 1Y2, is completing her dissertation. She is doing a linguistic study of the Inter-language of 4 ESL students in a natural setting. Their NL are Korean, Indonesian, Persian, and Hindi. She is working in the transitional grammar/error analysis framework.

Joel T. Katz, 3500 Fulton #7 San Francisco 94118 is currently involved with his dissertation research at Stanford. He is following 3-4 Israeli children's acquisition of English; they are 4-7 years old. His special focus is on negation, questions, and suffixal morphology. He is collecting data one hour/week longitudinally from October, 1975 to June, 1976.

Randa Mulford, 6 Ash Street, #242, Cambridge 02138, has been conducting a longitudinal study of the acquisition of English by a 6 year old Icelandic boy. She has about 20 hours worth of tapes and transcription which has been recorded once a week since his tenth week in the United States, plus some informal observations. The investigation is being conducted along the lines of Roger Brown's work in A First Language.

Barbara J. Cadalla (E.L.I.) American University in Cairo, 866 United Nations Plaza, New York 10017 is doing a dissertation on the acquisition of English by Arabic-speaking children with special emphasis on the acquisition of fourteen grammatical morphemes.

Herbert D. Pierson, 400 Central Avenue, 19L, Albany 12206 is an Ed.D. candidate at SUNY-Albany whose dissertation will focus on the language acquisition of Hong Kong immigrant children. He is considering using the BSM an an elicitation instrument.

Margery Tegey, 1830-D Orchard Place, Urbana, IL 61801 is planning a research dissertation at the University of Illinois aimed at determining the order of acquisition by adult learners of English of certain complement structures.

III New Course

May Frith, Faculty of Education, McGill University, Montreal is teaching a new course in language acquisition for undergraduate students in second language acquisition education. It's called "Psycholinguistics and Second Language Teaching" and it involves an exploration of areas in psycholinguistics relevant to second language teaching. Students in this class will become ESL or FSL teachers.

IV New Publications in L2 Acquisition

Language Learning has published the papers from the sixth annual conference on applied linguistics held at the University of Michigan. Language Learning's Special Issue #4 is a highly useful textbook for your classes; complimentary copies are available. This special issue is edited by H. Douglas Brown. It contains papers by Rivers, Schumann, Hatch and Wagner-Gough, Dulay and Burt, Tarone, Frauenfelder and Selinker, and Oller. The invited discussants are Harvey Taylor, Swain, Yorio, Graeme Kennedy and Janet Holmes. H.D. Brown

and Upshur. Orders should be sent to Language Learning, 2001 North University Building, University of Michigan, Ann Arbor, Michigan 48109.

The English Tutorial Program, University College, University of New Mexico, Albuquerque, N.M. 87131 has put out the first number of their English Tutorial Workpapers. Their concern is freshman English instruction for low-skill students including speakers of English as a first and second language. Papers are the product of staff members, all of whom have had extensive professional experience as teachers of English as a second language or freshman composition. In the first number there are two papers that would be of interest to the L2 researcher.

Student Personality and Success in an English Language Program. Dean Brodkey and Howard Shore.
An original personality test based on Myers-Briggs style statements is used to aid in screening and advising applicants to a freshman English tutorial program for foreign, minority, and Anglo-American students. The test gives indications that it is strongly predictive of good and poor language study behavior as judged by language teachers. This article appeared in Language Learning, Volume 26, No. 1, 1976.

Training Teachers to be Counselor/Teachers: the Carkhuff Model. Dean Brodkey and John Jacobson.
A pilot study with teachers in the English Tutorial Program showed substantial interest in increasing their own sensitivity to the requirements of counseling skills. Analysis of tape recorded classes using the Carkhuff scales for Empathy, Respect, and Genuiness provided teachers with new insights into their personal interactions with students, with some dramatic changes of behavior adapted. Major reference: Carkhuff, Robert R. Helping and Human Relations. Vol. 1, II, Holt, Rinehart, and Winston, 1969.

The Interlanguage Studies Bulletin.
A new journal has come into being. The Interlanguage Studies Bulletin will cover various aspects of foreign language pedagogy. It is hoped that it will come out three times a year and will include contributions from people working in language departments in Dutch universities and colleges of education. In addition, contributions will be sought from people working in the fields of applied linguistics, applied psychology and other relevant fields both in the Netherlands and abroad. The bulletin takes its name from the concept of interlanguage (L. Selinker in IRAL 10:3, 1972), a term devised to focus attention on the utterances produced by foreign language learners in their attempts to approximate to the target language norms. The examination of such data is understood to involve error analysis and contrastive analysis, and to stimulate interest in the development of pedagogical grammars and other teaching and testing materials. Contributors will be free to publish their contributions elsewhere subsequently. For further information please contact James Pankhurst and Mike Sharwood Smith at Rijksuniversiteit Utrecht, Instituut voor engelse taal- en letterkunde (The English Department of the State University of Utrecht) Oudenoord 6 Utrecht 2506 Telefoon 030-334114.

V Dissertations completed
Richard Suter, An Experimental Investigation of Selected Predictor Variables and Their Relationship to Pronunciation Accuracy in Non-native English Speech. University of Southern California, September, 1975.

Ellen Rosansky, Harvard University

Lily Wong Fillmore, University of California, Berkeley

VI Forthcoming meetings.

First Annual Los Angeles Second Language Research Forum, February 11-13, 1977. Contact Sabrina Peck, Chairman, LA Second Language Research Forum, English as a Second Language, UCLA, Los Angeles, CA 90024.

Frontiers in Language Proficiency and Dominance, April 21-23, 1977, Southern Illinois University at Carbondale. The conference will have three main emphases: (1) Reading Proficiency and Language Proficiency in First and Second Languages in Children and Adults, (2) Language Proficiency and Intelligence, and (3) Assessment of Language Dominance in Bilingual Children. Lead papers will be by:

Professor John Oller (Southern Illinois University and University of New Mexico)
How Important is Language Proficiency to IQ and Other Educational Tests?

Professor Paul Angelis (Texas A & M University)
Language Testing and Intelligence Testing: Friends or Foes

Professor Perry Zirkel (University of Hartford)
Emerging Instrumentation for Assessment of Bilingual Dominance

The proceedings of the conference will be published. Papers should be no longer than 20 minutes. Abstracts must be submitted by January 15, 1977. Please do not identify yourself on the abstract. Send abstracts, requests for information on attendance and lodging, and requests for purchase of the proceedings to: James E. Redden, Department of Linguistics, SIU-C, Carbondale, IL 62901.

VII SLANT Financial Report

Since SLANT's inception after the Denver TESOL in 1974, SLANT has received a total income of $483.80. The balance on hand as of June, 1976 was $198.00. Expenses for each edition are as follows:

I. Northwest edition	$65	(free mailing)
II. New England edition	$60	(free mailing)
III. British edition		(bill has not been received from University of Essex)
IV. West Coast edition	$150	(includes professional printing and mailing costs)

The mailing list now totals 310.

VIII SLANT subscription

The date your subscription runs out is next to your name on the address label. If no date appears, we have never received your subscription money, and we would like to have it as soon as possible. The subscription price is $2 for USA and $5 for overseas. Send funds to Nancy Backman, 72 York Terrace, Bookline, MA 02146.

IX The SLANT Mailing List